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ABSTRACT

The two-year operation of a bilingual (Lakota-English) vocational training program, designed to teach building trades and secretarial skills to young adults on the Pine Ridge Indian Reservation at Kyle, South Dakota, who, because of their inability to communicate in the English language and their low skill levels, were unemployed or underemployed, resulted in bringing 40 full-blood Lakotas into the labor market. Vocational training was augmented with a classroom curriculum of basic mathematics, English (emphasizing vocabularies needed in building trades and secretarial work on the reservation), assertiveness training and verbal communication skills, and employability skills (how to apply for work, manage money, and complete forms). Trainees worked from 9-4, Monday through Friday and earned up to $2.30 per hour for participation. The final program report includes: Midterm Progress Performance Reports for the periods 8/1/77-1/15/78 and 8/1/78-11/17/78 detailing activities, accomplishments, problems and evaluation procedures: evaluation tools, tests and test results: unique materials developed for the program (a 36-page Bilingual Clerk-Typist Handbook, Groundrules for Building Trades Trainees, and a Theory of Sioux Post-Secondary Education): data sheets on 15 male and female building trades graduates: and correspondence and dissemination efforts. (NEC)

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FINAL REPORT

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BILINGUAL VOCATIONAL EDUCATION PROJECT

Steve Langley
Little Wound School Vocational Education Director

LITTLE WOUND SCHOOL
KYLE, SOUTH DAKOTA

1979

RC 012871

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FINAL REPORT OF BILINGUAL VOCATIONAL EDUCATION PROGRAM
KYLE, SOUTH DAKOTA

INTRODUCTION

This report marks the completion of two years vocational training at Little Wound School, Kyle, South Dakota, under grants for Bilingual Vocational Education.

The program's fundamental accomplishment has been bringing 40 full-blood Lakotas into the labor market. These men and women, mostly in their 20's, appeared destined to live their lives doing only occasional paid work. All of the first class and three of the second class are employed, as of the week after training ended in July 1979, except for one member of the first class at home with her new baby.

It is a large step from non-participation to full participation in the labor market. Most trainees have not taken the whole step. At this close remove fron training, some appear to have become only partial labor force participants. They may work for part of the year or stay on the job for only a limited time. Most the this year's trainees wanted to take a vacation before looking for work, even though it is the height of the building season. All this reflects individual preferences, cultural definitions of work, and the seasonality of building trades employment.

At the present time, and for the next few years, there is a small building boom on the reservation. The project director has, and will continue to, function as an employment service, keeping up on jobs, serving as a contact person between potential employer and former trainee, and keeping an up-to-date biographical sheet on each. They are appended, and show where each person works. Approximately six are working at Piya Wiconi, four with R & S Construction at a site just east of Pine Ridge Village where houses are built to be trucked to their final locations all over the reservation, and six with the Tribe under a Manpower program in this year at higher salaries than they received as trainees. One works for the Tribe, another for the School.

Participants entered with different levels of skill, whether in carpentry or secretarial work. There was no attempt to bring each trainee to the same level of skill rather, each proceeded at his/her own pace. This is as true for English language and arithmetic as it is for the vocational areas.

The staff has learned a great deal as well. For the project director, it was the first exposure to vocational education. For the carpentry teacher, it was the first full-time teaching since his own apprenticeship almost twenty years earlier. The secretarial teacher taught for the first time in her life.

PROGRAM ACTIVITIES

(A) Carpenters

The carpentry trainees continued to learn by doing useful work. The small dome – 24' in diameter – is complete except for installation of plumbing and lighting fixtures. A fire in the school damaged a hallway between the gym/cafeteria and the locker room. The trainees tore out the damaged walls, floor and ceiling and replaced them.

The Little Wound School Board received a grant under the Runaway Youth program and allocated one of the teachers' houses to it. This is a small 3 bedroom ranch house with an attached one car garage. The trainees remodeled the garage into an insulated additional room. During the winter, they built a 12' high greenhouse inside the dome, then dismantled it for installation elsewhere. As in the previous year, each trainee made two things by him/herself: a toolbox and an item of choice. The latter was usually, as last year, a child's rocking horse.

These varied projects gave them experience with all the hand and power rools (listed in previous reports). The tools chest required much router work and the rocking horse's smooth curves we cut out on the bandsaw. All trainees were checked out on all tools.

Last year, a small amount was withheld from each carpentry trainee's check and tools were bought for them wholesale. The year, a small amount was again withheld, but each trainee picked out his/her own collection of tools at Ace Hardware in Rapid City, which gave a 20% discount.

(B) Secretaries

Like the carpenters, the secretarial trainees had a small amount withheld from their stipends. They went to Rapid City and each bought a secretarial outfit.

The Lakota typing element arrived only at the beginning of June. Each trainee put in 10 hours with it; however, this was not nearly enough to achieve proficiency. Also, they did not take the Lakota Language course, as originally scheduled, since the college was unable to find a replacement for John Attack Him.

The curriculum consultant completed the bilingual materials. A copy of the parts not available at midterm evaluation is appended.

EVALUATION MEASURES

The failure to obtain refunding discouraged the staff. None of the tests were administered a second time.

Twenty individuals received some training. Several had started late in the first year and they found jobs before the end of the second year.

Average attendance for the 26 trainees was 78%. As noted in previous reports, attendance tends to drop off after initially higher level. The individual percentages ranged from 30.5% to 99.6%. The individual attending only 30.5% of the hours in which he was considered a trainee did not attend at all for several weeks before being asked to resign. The overall attendance figure is biased downward by the fact that individuals dropping out of the program, or taking a job, did not immediately inform program staff of their decision. Someone (ordinarily the ESL teacher(had to go find out. This is consonant with local culture and custom.

The "Office Skills Tests" from Science Research Associates was ordered and came near the end of the program. There were a total of eight secretarial trainees: since two had left the program for other employment, the battery was taken by the remaining six. This is too small a number to draw any but the most tenuous conclusions.

In addition, the test norms have a problem. They were standardized on both majority and minority Americans. However, the number of minority Americans for different parts of the battery are quite small, ranging from 47 to 107. The definition of "minority" included Black, Spanish, Oriental and others. Thirteen percent of the minority people were Oriental. All validation was done in California. In so far as the Orientals were Chinese and Japanese people whose ancestors had entered this country before World War II, it is not, in my view, appropriate to classify them as minority. This unfortunate occurence may have raised that minority norms to an unknown degree.

The "Office Skills Test" are normed for both timed and untimed administration. Unfortunately, the trainees were timed. My impression of office workers on the reservation is that they are not under significant time pressures except on rare occasions.

Given all these caveats, it is interesting that the secretarial trainees averaged above the minority norms only in "Numerical Skills", where they were at above the 55th percentile. Their lowest scores were in "Reading Comprehension" (17th percentile) "Vocabulary" (22 percentile) and "Filing" (40th percentile). With such a small number, the standard deviation is not very useful, however, the four previously mentioned parts of the"Office Skills Test" (of which there are eleven parts) had four of the six smallest standard deviations. (See Table 1)

Five of the trainees took standard five minute typing tests in English and Lakota. * Counting key strokes in the Lakota passage, we found that the average Lakota word Length was 6 strokes, compared to the nominal average of 5 strokes used for English typing.

In English, the gross words per minute ranged from 17 to 40; the corrected words per minute ranged from 6 to 28. In Lakota, one trainee reached 25 gross words per minute but with many errors. A standard timed typing test is probably not appropriate for Lakota. If Lakota materials are to be typed (e. g., curriculum materials for elementary school or information for older people) the secretary should take her time and strive for accuracy rather than speed.

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*. The sheet from which they typed Lakota is attached. The diacritical marks over the letters required the typist to type the letter, backspace, and type the diacritical mark, thereby requiring three key strokes for such letters. Ideally, the typewriter should be modified so that typing a diacritical mark does not move the ball. Then the diacritical mark would be typed first with the letter following and no intervening backspace.

The experience gained by staff during the first year stood them in good stead the second. They knew better how much supervision was required, what problems would come up, what films to order, how to deal with trainees who did not appear and, most importantly, how to train and test. The secretarial training went through far more first year difficulties. Tests, curriculum, materials all had to be developed. If secretarial training had been continued, it would have been much smoother going the second time.

	Bullman, D.	Good Voice Elk T.	Rouillard J.	Gay, Gayla	Jealous, S	Featherman, V.	$\bar{X}$	s.d.
Checking	08	87	08	33	80	40	43	43.1
Coding	40	16	32	40	50	61	40	15.4
Filing	40	06	16	46	32	10	25	16.6
Forms	15	15	15	65	30	65	36	27.3
Grammar	35	01	15	65	33	83	39	30.5
Numbers	25	07	60	60	55	67	55	15.1
Oral Dir.	40	50	07	40	50	50	39.5	16.7
Punctuation	20	30	20	85	70	40	44	27.3
Reading Comp.	10	00	10	30	20	30	17	12.1
Spelling	20	10	15	92	40	82	43	35.6
Vocab.	02	18	18	43	10	40	22	16.4
Typing Speed (Eng.)	61	07	00	--	63	42	34.6	29.7
$\bar{X}$	25.5	24.0	18.5	54.6	46.5	47.9		
sd	16.7	27.3	14.8	20.5	19.3	23.1		

Office Skills Test Results

Table 1

Ziŋtkalą kiŋ Wahoȟṗi

Ziŋtkala owė otapi eša hena oyasiŋ oŋ wiyaciŋpi waŋjila oŋ oyak̇api. Tukṫe waŋji ṫohaŋl hcȟṗi k̇aǧiŋ na el ciŋca ewicagnak̇aṗi. Na wicaša waŋji el oŋ na iwacacu kta ca na he nawicakicijiŋpi na lila hoṫoŋ škaŋpi naiŋš wa$\overset{c}{k}$uwa ahiyupi, iwicacupi ciŋpi šni heoŋ hečoŋpi.

Ho hehaŋ ikce wicaša oyate k̇aǧapi el ṫuweni wakaŋyega hena iwacaȟaȟapi kte sni, tok̇awicuŋyaŋpi uṗi na wiŋyaŋ na wakaŋyega hena yus inyewicayapi kte šni heoŋ.

Woeya kiŋ le o$\overset{c}{t}$eȟike lapi: "Blihiċiyapo ziŋtkala waŋ iye wi$\overset{c}{p}$e yuha šni yeš ciŋca awicakikšija" eyapi. Ca na he tona ok̇icize el o$\overset{c}{p}$api kiŋ hena lila ota waoŋtoŋyaŋpi kta ogna škaŋpi nakuŋ t'api eyaš na oyate kiŋ leoŋ awaŋiglakapi.

Hehaŋl icinuŋpa woeye kiŋ ZIŊTKALA OWE oyasiŋ kiŋyaŋpi na okte sicapi. Heoŋ oyate kiŋ ok̇icize el ziŋtkala iyecel škaŋpi. Ziŋtkala ṫukṫe e ke eša wotawe k̇aǧapi na he ohaŋ kiŋ oŋ ok̇icize el škaŋpi na oŋ okte šicapi. Ziŋtkala kiŋ waŋkatuye kiŋyaŋpi. Waŋbli kiŋ he hecel iyecel iglawapi: Išṫablezapi na ksabya uŋpi na he iyecel wapaha uŋpi kiŋ oyate niwicayapi kta, heoŋ ecoŋpi.

Heoŋ lecel eyapi: "Ziŋtkala iyecel oyate uŋkagapelo" eyapi. Lakota tipi el tuweŋi naṫan hi okihi šni; oyate owe okeca; na wašicun koya. Tuwa hecoŋ kiŋ waŋcag wicakasotapi na etaŋ čoŋala oŋtoŋwicayapi.

Lecel oyate wicoicaǧe el oyag aupi. Miš slolwaya. Taŋinyaŋ na išta oŋ waŋblaka.

Wakiŋyaŋ Situpi

Figure 2 Timed Writing in Lakota

Mid-Term Report Year One

MID-TERM PROGRAM PERFORMANCE REPORT

LITTLE WOUND SCHOOL
BILINGUAL BUILDING TRADES TRAINING PROJECT

by
Philip Roos, Ph.D.
Project Evaluator

January 15, 1978

PROGRAM PERFORMANCE REPORT

1. PROJECT NO.

N/A

2. GRANT NO.

G007701722

3. TITLE OF PROJECT

Little Wound School Bilingual Building Trades Training Project

4. GRANTEE ORGANIZATION

Little Wound School Board

5. PROJECT DIRECTOR

Stephen Langley

6. PERIOD COVERED

From 8/1/77 to 1/15/78

7. ACCOMPLISHMENTS

The staff of the bilingual vocational training project at Kyle have had much experience with reservations problems.

A. Timekeeping — It has often been difficult to get personnel in reservation programs to show up. A time clock has been used from the outset. Trainees are paid only for the time actually on site (6 hours of work and one hour for lunch). With each biweekly paycheck, the trainee receives his/her timecard for the period and a sheet indicating how much time was put in each day during the pay period. Time is kept to the quarter hour.

Attendance is, of course, not perfect. Family medical problems, routine jailings for drunk and disorderly, deaths in the family are among factors contributing to absenteeism. Nonetheless, trainees continued to show up during periods when Little Wound School was closed on account of a blizzard, as happened for a total of six school days before Christmas. Overall, from September 15, when the trainees started, through January 13, attendance has been 87.5 percent of possible.

B. Work Environment — Programs on the reservation have frequently had difficulties due to a poor physical environment, a lack of proper equipment, insufficient or improper supervision, and demoralization.

(1) Physical Environment: Many reservations programs have had difficulty because trainees were dispersed over a large area. The bilingual vocational training project at Little Wound School was given a large part of the school's basement. Part of this was remodeled into a workshop, starting even before the trainees began. Another part was almost immediately remodeled into a Teacher Center for the Teacher Corps. In these projects, trainees were able to work as a single group much of the time; they were immediately given a space in the school which they could call their own, make attractive, and enjoy the use of.

(2) Equipment: On the reservation, it is hard to keep items which can be pawned or put to use. About $4,000 was spent on tools, including about $1,500 on hand tools and about $2,500 on power tools. All hand tools and some power tools were bought from M. L. Foss, Inc., Denver, who gave a 1/3 discount from retail on Stanley Brand quality tools. Other tools were bought at wholesale. Tools costing more than $300 were paid for by the school board out of indirect costs. In addition to a full collection of carpentry hand tools (see Photo A), the shop includes the following power hand tools: drill, oscillating sander, belt sander, router, jig saw, skill saw; and the following power bench tools: table saw, drill press, band saw, radial arm saw, grinder. Thus, out of a total retail value of about $6,000 only one hammer has been stolen. Trainees cannot clock out until all tools have been put away and the shop has been cleaned.

(3) Supervision: The trainees are supervised by a full time master carpenter/instructor, a full time ESL teacher, and a half-time program director. Particularly during the early part of the program, trainees mostly worked at one location, either on their tool boxes (see under 8, below), renovating the shop, or remodeling the Teacher Center. They were given almost continous direct supervision. After the first two months, trainees began to develop the internal motivation and discipline to work without constant supervision. As they have moved throughout Little Wound School on various projects, smaller groups of trainees are increasingly able to carry out projects. (Except for renovating the shop, money for materials has come from sources other than the bilingual vocational training project budget.) All this would not have been possible had not the staff combined respect and understanding of the trainees as individuals with close supervision and frequent exhortation.

Robert Stadnick, an Oglala and the school handyman, gave instruction in electricity (wiring the shop) and plumbing (the wet darkroom).

(4) Morale: Due to the above factors, as well as others to be discussed below, the trainees have exhibited high morale. As noted, they have a good attendance record.

In the Bureau of Indian Affairs schools which all trainees attended,there were, and are, patterns of behavior such as: not speaking to Whites; not looking at Whites; not doing assignments; solemn and gloomy faces except at recess; communication in sign language or sub-vocalized Lakota in class.[1] None of these patterns occur among the trainees. They greet each other and White people upon arrival; when asked questions, they frequently answer, and in English; they look cheerful and involved and converse among themselves, in Lakota or English, during breaks.

Morale is also helped by the social support the trainees receive. Teachers, students, and visitors to Little Wound School have remarked about the school's improved appearance. Unlike so many training programs for Indians, on and off the reservation, these trainees have confidence that they are learning skills which can be used to support themselves and their families on the reservation.

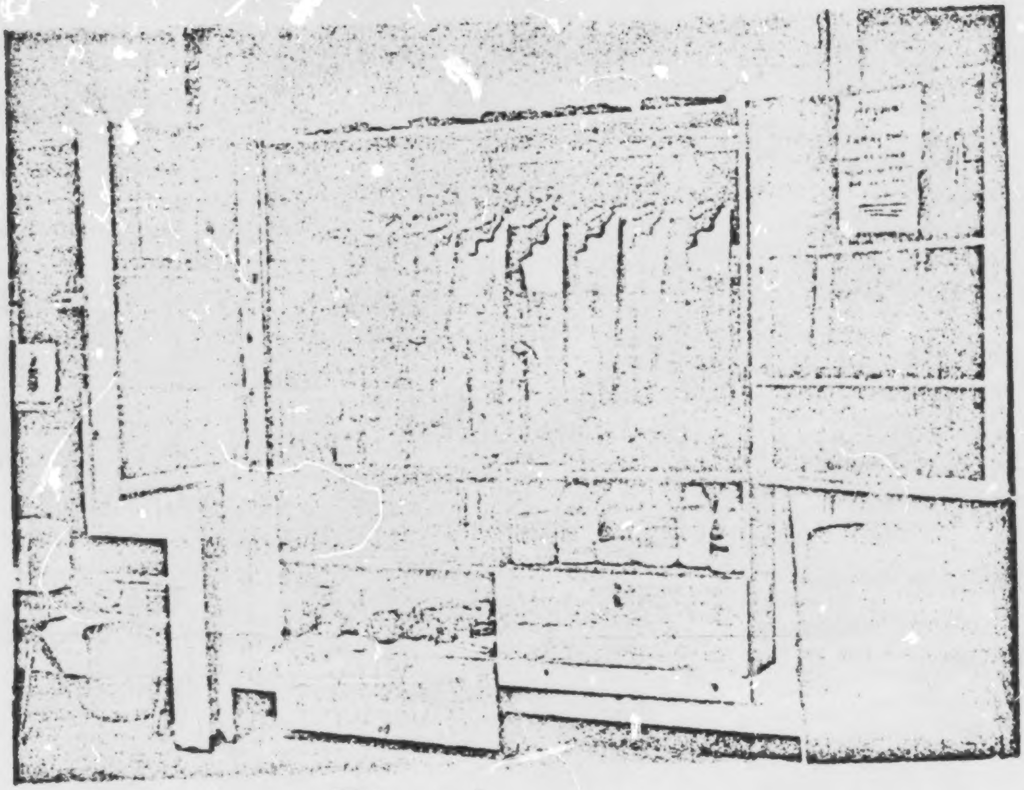

Photo A.

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The ESL teacher and female trainees designed a logo which hangs over the door to the program's office and shop (see Photo B), and is the letterhead on the program's stationery.

C. Accomplishments compared to objectives – Objectives in the original proposal were:

> (1) To provide training to those people in Kyle, who, because of their inability to communicate in the English language, are unemployed or underemployed; (2) To have a bilingual vocational training program that will serve as a model for all communities on the Pine Ridge Reservation; (3) To provide the local participants with Indian role models who will serve as instructors; (4) To provide curriculum designed to prepare local people for employment in areas where a need exists around the general area of the Reservation; (5) To provide skilled local people with a reason to remain or return to the community to assist others (and) to assume economic self-sufficiency.

The first two objectives were "principal objectives" while the other three were "sub-objectives." At this point, the first objective may be restated: "To provide training to people in Kyle, who, because of their inability to communicate in the English language and their low skill levels, are unemployed or underemployed." This should be the only principal objective with No. 2 a sub-objective. In addition, there should be a further sub-objective: (6) To raise each trainee's skill level by at least one step: i.e., to enable an unskilled person to function as a carpenter's assistant; a person who can already be a carpenter's assistant to become a carpenter.

The principal objective, as re-stated, is on the way to accomplishment. The second objective is also on the way to accomplishment, as indicated by the visits of local educators (see 10). The third objective has only been partially accomplished inasmuch as only one Indian part-time instructor has been found to date. The fourth objective may be divided into two parts: shop and classroom. Shop instruction has raised the trainees' competence substantially (see also under 12). Classroom instruction started the week of January 9th. It was necessary to wait for classroom instruction both so that curriculum could be developed and so that trainees could experience success in their work before returning to an environment which, for most of them, has meant boredom, frustration and failure in the past. The fifth objective cannot be evaluated until after the program has been completed, since it concerns a future state of affairs. If the program is re-funded, future reports will include a follow up on the first year's trainees. The sixth objective is well on the way to accomplishment.

8. MAJOR ACTIVITIES AND EVENTS

A. Personal Project – All except three of the trainees have completed their first individual project–a wooden tool box (see Photo C)[2] The toolbox has dovetail joints so that each trainee became intimately acquainted with the router. Trainees developed a sense of pride, accomplishment, and personal involvement in this project beyond the staff's hopes.

B. Academic Progress – Trainees who are not high school graduates have been studying for their GED's. In the first exam, 2 of 7 trainees passed while the other 5 passed parts of the test. Those trainees who have passed the GED or graduated from high school will receive college credit for their courses. This is a source of pride and may also help them find employment later.

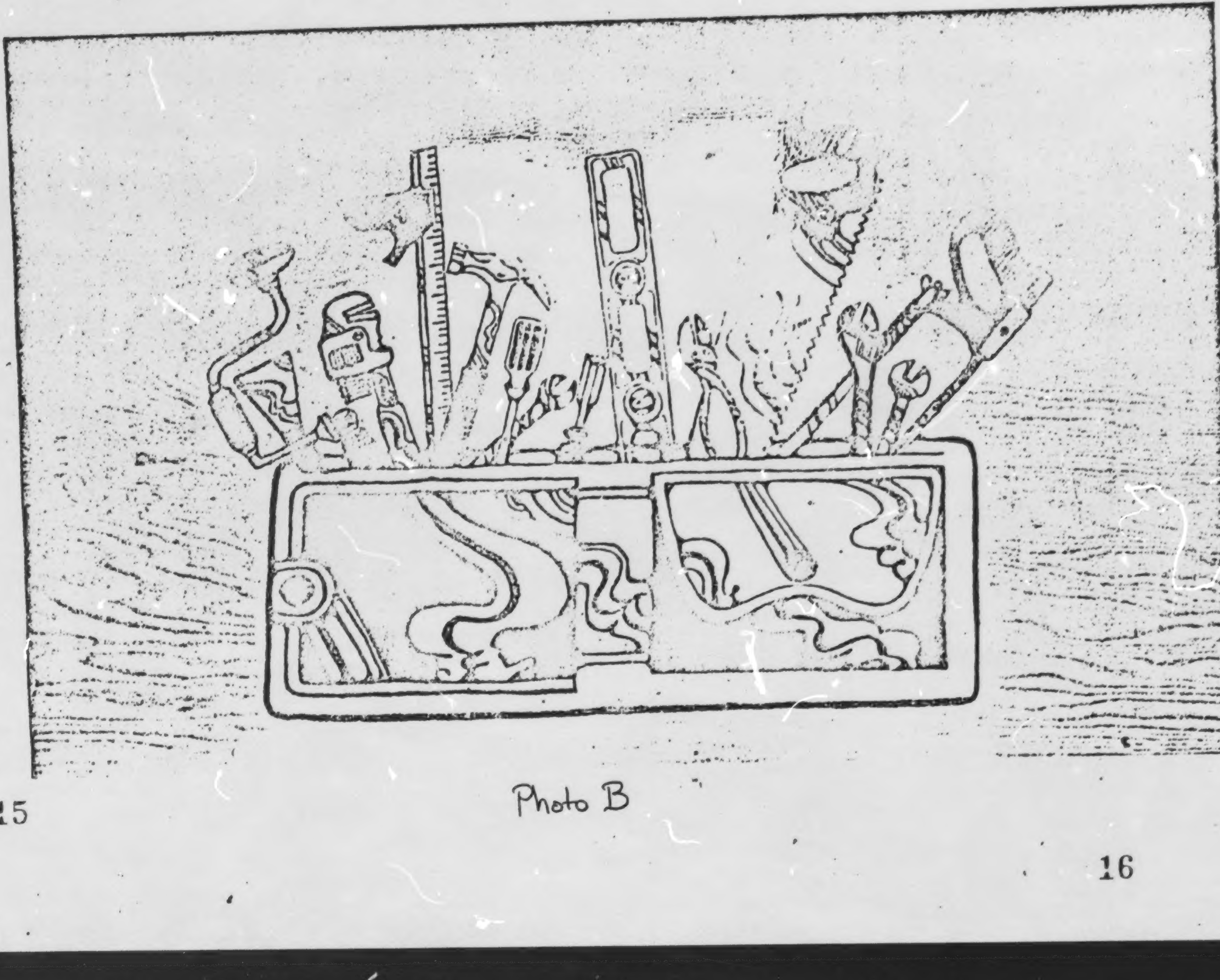

Photo B

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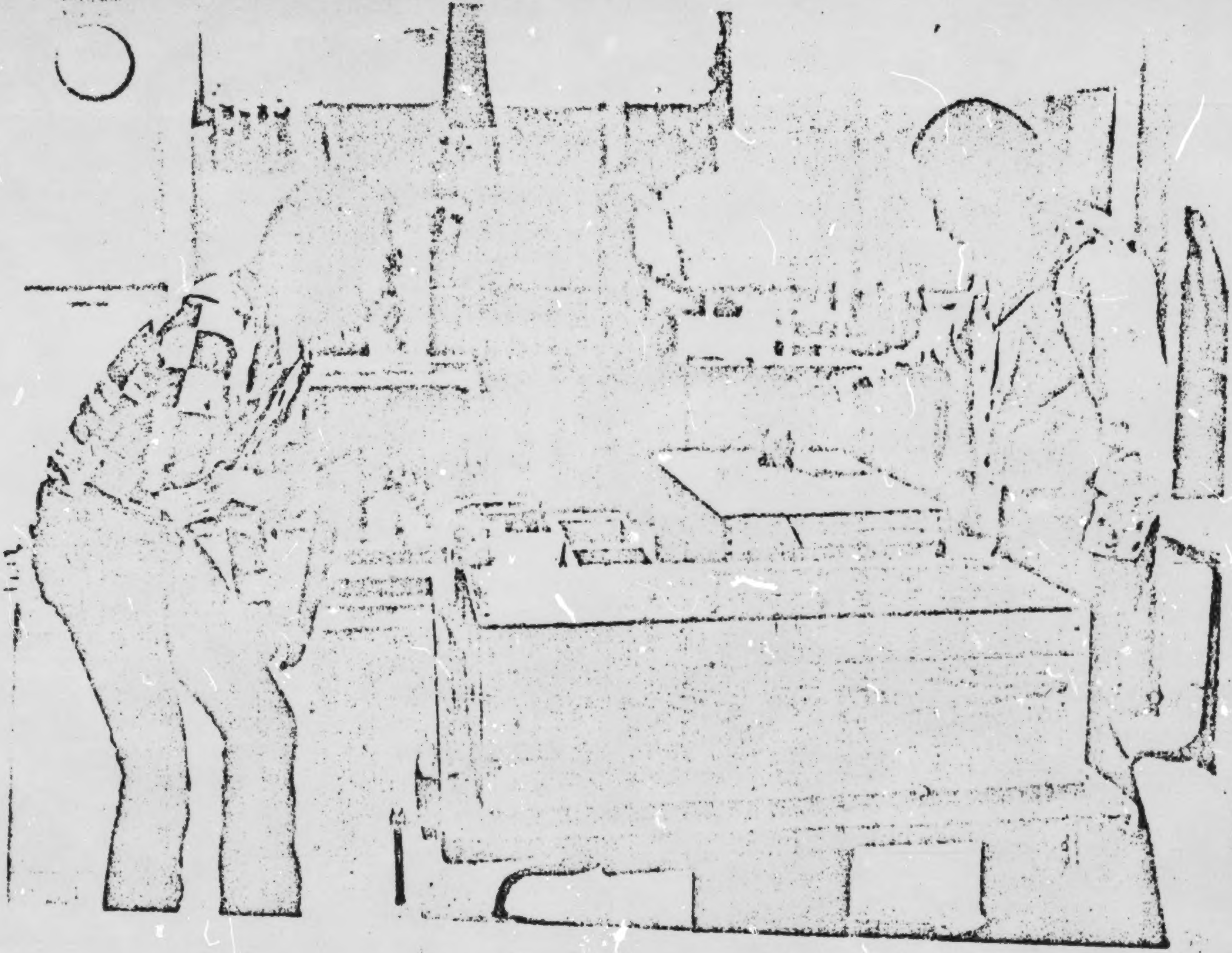


Photo C.

9. PROBLEMS (INCLUDING CHANGES FROM ORIGINAL PLAN)

A. Mathematics – With the assistance of Carol Justus of Little Wound School, a math test was designed for the trainees. (Test is reproduced in the appendix.) The test consists of 45 problems which a sixth grader in a middle class school should be able to do. The trainees had considerable difficulty. See Table 1.

Table 1

Math Test

	Correct	Time
mean	14.05 (=31%)	26.1 minutes
s. d.	7.5	n/a
range	5 - 32	18 - 35 minutes

Sister Lorraine Brady, of the Oglala Sioux Community College, agreed to teach a mathematics for carpenters course. This class started January 11, 1978 and will meet for 14 weeks.

B. English[3] – Under the decision in Lau v. Nichols, there are three criteria for bilingualism:

A. The student's first acquired language is other than English.

B. The language most often spoken by the student is other than English.

C. The language most often spoken in the student's home is other than English, regardless of the language spoken by the student.[4]

Some of the trainees learned English and Lakota at the same time. They probably were small children in household where there were parent(s) who spoke English and grandparent(s) who spoke Lakota. The trainees' bilingual status, according to the three criteria, is shown in Table 2.

Table 2

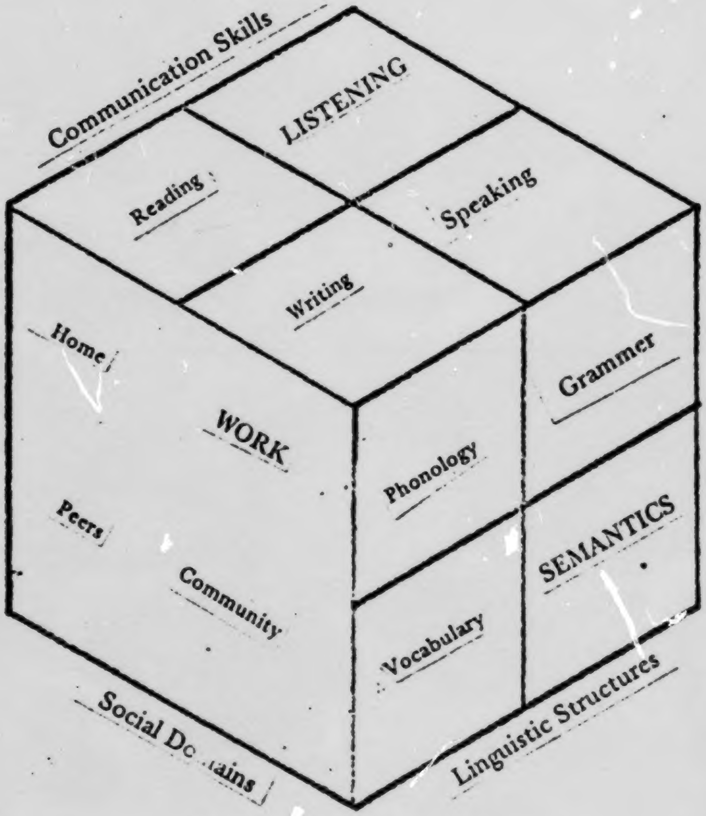
Bilingual Status of Kyle Trainees[5]

	English	Lakota	Simultaneous
A: first language	0	14	5
B: most spoken language	7	12	n/a
C: home language	3	16	n/a

In order to function as working carpenters, the English language abilities most needed are listening and understanding. Most tests designed for bilingual students have reading and writing components. The Ilyin Oral Interview (IOI) requires no writing, and no reading except for time. The IOI tests ability to produce grammatical and meaningful utterances as well as listening and understanding. (See Figure 1. Skills in bold face are involved in the IOI while skills also uppercase are those the trainees most need, and in the work context only.)

In the manual, Ilyin says:

> Most on-the-job training programs tend to select candidates with about 300 to 400 level of English proficiency. Many companies require a 400 level of proficiency when hiring new employees for the type of job where oral communication with the public is limited. (p. 5)


Communication Skills
LISTENING
Reading
Speaking
Writing
Home
WORK
Peers
Community
Phonology
Grammer
SEMANTICS
Vocabulary
Social Domains
Linguistic Structures

Language Assessment Domains

Figure 1

On the 50 - item test, scores from 60-74 are the 400 level. The standard error of of measurement is about 4 points (IOI pp. M18-19). It therefore seems reasonable to conclude that any trainee who scores one standard error of measurement into the "advanced" or 500 level of the IOI is already linguistically competent to be a carpenter's assistant and probably has the potential or actual capacity to function as a carpenter in a predominantly English speaking local environment. Those students scoring 79 or above on the IOI will, for this reason, not be retested.

The distribution of IOI scores is distinctly bimodal (see Figure 2).

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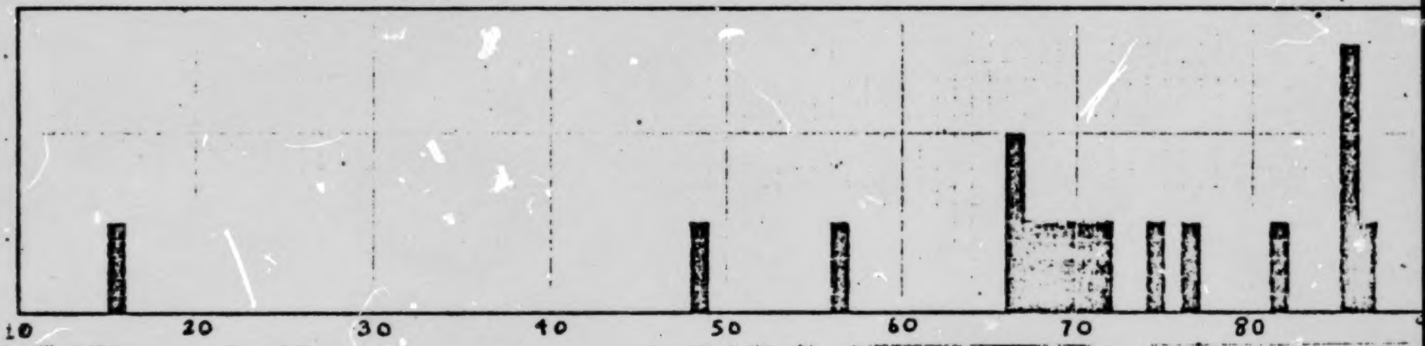

Since means and standard deviations are most meaningful with unimodal to flat distributions, they are not calculated for the IOI. The median is 70. One trainee scored far below the others. It is not known the extent to which this is a true reflection of his ability, a reflection of his reaction to the testing situation, or a reflection of the test-giver's inexperience.

The staff was aware, at the outset, that the trainees' ability to cope with the larger society is not very high. In order to develop curriculum in this area, the trainees were given a CLOZE test taken from a high interest/low level carpentry manual. (See appendix for tests). According to John F. Haskell ("Inter-View" vol. 3, no. 1, 1977), students who get under 43 percent cannot read the material, even with help from a teacher in a classroom situation. Students who score above 53 percent can read the material on their own. Scores from 43 percent - 53 percent are in the 'instructional' range. The CLOZE test was scored for both the exact word and a meaningful word. Using Haskell's cut-off points, the results are in table 3.

Table 3

CLOZE Scores (n=14)

Under 43% 'frustrational'	5	5
43% - 53% 'instructional'	5	3
Over 53% 'independent reading'	22.0	22.4
s. d.	6.7	7.6

C. Other Course – In addition to the math course (A, above), the trainees' difficulties in life skills led to the conclusion that a second formal course was warranted. This course, nominally entitled "English", is being taught jointly by the ESL teacher and the program director for 14 weeks starting January 13, 1978. Like the math course, it meets 3 hours once a week under the auspices of the College Center.

Dr. Lowen, the curriculum consultant, with the assistance of Faye Zephier, the ESL teacher, and the director, developed an eight topic course outline, wrote the curriculum at a level indicated by the CLOZE test, and ordered media materials. The topics are:

1. Attitudes and General Background of Carpentry
2. Safety
3. Materials
4. Cutting
5. Layout
6. Fastening
7. Finishing
8. Employability Skills

The course is being taught in English, with assistance in Lakota as needed. In addition to the carpentry, the course will include such things as assertiveness training, filling out employment and income tax forms, etc. Each student has a 3-ring binder with the course materials, daily time sheets (see under 12), a profusely illustrated Stanley tool catalog (again courtesy of M. L. Foss, Inc.), a copy of "Student Competencies Guide: Survival Skills for a Changing World" [Northwest Regional Education Laboratory, June 1977], and whatever else the student wishes to place there.

D. Advisory Board — While not included in the original proposal, Vocational education programs commonly have advisory boards. The advisory board consists of: Birgil Kills Straight, Fifth member, Executive Committee of the Oglala Sioux Tribal Council and secretary of Little Wound School Board; Henry Fricke, Site Supervisor, R&S Construction on Pine Ridge; Harold Greenlee, Secretary of the South Dakota Carpenter's Union, Rapid City.

The Advisory Board has been most supportive of the training program.

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E. Personal Tools – In talking with Mr. Fricke and other supervisory personnel for R & S Construction, which holds most of the construction contracts for the reservation, it was clear that Indian employees needed to have basic tools as well as basic skills. Trainees gave each other small tools for Christmas. The staff is considering [illegible] which would encourage trainees to set aside part of each paycheck to buy tools. The staff is attempting, through shop instruction, coursework, and practice, to install caretaking attitudes toward tools. This is a difficult matter, since care for the product of White technology is only partially instititionalized on the reservation.[9]

F. Personal Project – Given the success of the toolboxes, the staff is contemplating an other project which the trainees can take home – possibly a piece of furniture.

G. Schedule – The schedule on pp. 19-20 of the original proposal turned out to be unrealistic in a number of ways. Instruction and activity are highly individualized. Just as there were major differences among the students in language skills when they entered the program, there were major differences in carpentry skills. Further, the problem became clear and the staff devised a "Biweekly Report Card" which goes into each student's 3 - ring binder. Here the student enters, at the end of each day, his/her daily activities. They are totaled every pay period and a fresh report sheet is placed in the binder. The trainee can look back through them to see how she/he has distributed his/her working time. A copy of the sheet is in the Appendix. An average of the number of hours for the 2 students with the highest attendance is shown in Table 4.

Table 4[10]

Average of 2 trainees' report sheets, in hours, through January 13

Miscellaneous	32
Layout	1
Form Building	8
Rough Framing	7
Outside Finishing	20
Inside Finsihing	71
Care & Use of Tools	2
Welding	0
Insulation	16
Acoustical & Drywall	25
Electrical	2
Plumbing	0
Painting	28
Class	78
Hardware	0

10. PUBLICITY ACTIVITIES

There has been one full-page story in the "Mustang News", the school newspaper, and currently the only paper being produced on the reservation. It has a circulation of about 2000. (See appendix) There have been a few shorter mentions in the "Mustang News" which are not reproduced.

Among the visitors to the program associated with education organizations have been:

NAME	POSITION
Mr. Harry Eagle Bull	Aberdeen Area Education Director
Mr. Dennis Fox	Aberdeen Area Education Specialist
Mr. Archie Clifford	Aberdeen Area Contract Specialist
Mr. Bill Hacker	Pine Ridge Agency Education Plant Manager
Mr. Bob Jones	Pine Ridge Agency Education Contracting Officer
Dr. Chuck Schwan	Indian Teacher Corps Project
Ms. Charleen Coats	Indian Teacher Corps Project
Mr. Larry Mendoza	Indian Teacher Corps Project
Mr. Terry Albers	Indian Teacher Corps Project
Mr. Ed Fills The Pipe	Oglala Sioux Community College & Loneman School Board
Dr. Dowell Smith	Oglala Sioux Community College
Mr. Thomas Casey	Oglala Sioux Community College

Also, members of the staffs of the following schools:

Crazy Horse School, Wanblee, SD

Oglala Sioux Community High School, Pine Ridge, SD

Loneman School, Oglala, SD

Pierre Indian School, Pierre, SD

Shannon County School District, Batesland, SD

It is worth nothing that not all publicity is good publicity. This is particularly true at Pine Ridge where "publicity" often means that an individual or program has been caught up in the pervasive politics of the reservation. Thus, it is good news that in the campaign for tribal offices there have been, to the best of the staff's knowledge, no mention of this program. The primary election was held January 10, 1978. While the final election will not be held until early February, if this project has been a political issue, it would be more likely to be aired before the primary than after it.

11. DISSEMINATION ACTIVITIES.

N/A

12. PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES

The evaluation is three-fold: competency based, time based, and formal tests.

A. Competency based evaluation — At the outset, a pencil and paper test (see C-1 below) indicated that trainees were only somewhat familiar with carpentry tools. At the present time, all can use the following hand tools: hammers, chisels, screwdrivers, rip saw, crosscut saw, back saw, hack saw, coping saw, center punch, wood clamps, squares, levels, bevels, tape measures, marking gauge, wire brush, ripping bar, files, rasp, crescent wrench, pliers, tin snips, vise, miter box. Not all trainees can use the hand dovetail saw, the spiral screwdriver or the hand drill. The router has been used instead of the hand dovetail saw and the power drill has been used instead of the hand drill. Of the power tools, all trainees are able to use, and know the safety precautions for, the router, the oscillating and belt sanders, the power drill, drill saw and the radial arm saw. Not only are these tools relatively dangerous, but they are most useful with outdoor work. Instruction in safety precautions and use of these tools will take place in the spring. Trainees are also familiar with latex and oil paints, varnishes, and the care and use of paint brushes.

Looking at the processes of carpentry, the trainees have all done framing, sheetrocking and taping, installed hardware such as hinges, locks, and bolts, installed trim, carpeting, and paneling, painted walls and trim. Some trainees have engaged in glazing and interior wiring and a small amount of plumbing and masonry.

Since Christmas, approximately five of the trainees have attained a sufficient level of competence and confidence that they are undertaking repairs to their own or families' homes, or are working part-time for others.

B. Time based evaluation — This topic is so important that it is discussed first (under 7A Timekeeping) and also under 9G (Schedule). Here it may be noted that, while the trainees have been instructed in how to fill out the Biweekly Report Card, there remains considerable room for individual interpretation. While the figures from these self-reports will be summarized in the final program report, they are only a rough guide to activities.

C. Tests — Numerous tests have been given. Those already discussed are listed first.

(1) Locally made tool information text. This was a hurried attempt to measure trainee information on their very first day. Next year, pictures will be used rather than individual oral interviews. See appendix for test, with results.

(2) Locally made math test discussed under 9A.

(3) Ilyin Oral Interview discussed under 9B. This test was changed in one particular. "Dinner" on the reservation refers to the mid-day meal and on the test to the evening meal. Therefore, "dinner" was changed to "supper" wherever the term appeared.

(4) Locally made CLOZE test discussed under 9B.

(5) Three subscale of the Differential Aptitude Test, Form L. These are summarized in Table 5. The trainees were compared with the eighth grade norms. In Abstract Reasoning, the trainees are significantly below the national norms while in Space Relations and Mechanical Reasoning they do not differ significantly from the national norms, as measured by a "t" test. The standard deviations are all smaller than those of the national sample, although not significantly so by the "F" test. Ordinarily, one expects small samples to have larger standard deviations than large samples, but these tests are done with a relatively homogenous group.

Table 5

Summary of Statistics on Differential Aptitude Tests

	Abstract Reasoning		Space Relations		Mechanical Reasoning	
	National Sample	Kyle	National Sample	Kyle	National Sample	Kyle
Mean	27.1	20.5	24.4	25.5	42.2	39.0
s.d.	10.4	8.3	10.3	9.0	9.0	7.5
n	–	18	–	19	–	20
"t"	–	2.68*	–	.46	–	1.60
"F"	–	1.57	–	1.31	–	1.44

*. Significant at the .02 level.

(6) Oral directions test, Form S. This is part of the Personnel Tests for Industry battery published by the Psychological Corporation. No less than nine sets of norms are offered. The trainees' scores ranged from 9 to 36, with a mean =25.1, standard deviation =7.4. These are all within those of the various groups listed in the preliminary Manual accompanying the test.

(7) Purdue Trade Information Test in Carpentry. The vocabulary in this test was much too difficult and the scores were extremely low. Also, it is designed for carpenters and standardized on students who recently completed 500 hours of carpentry instruction.

D. Administration of Tests — At the outset, the evaluator was concerned that the trainees would not give the test a fair effort, that they might feel threatened by them and associate them with their none-too-pleasant memories of formal education. Therefore, most tests were given anonymously and without time limits. The anoymity would minimize intrusions on the trainees' sense of privacy and the lack of time limit corresponded to the time lines they are expected to be under as carpenters' assistants, where showing up and working the full time will be much more important than finishing a task in a set number of minutes. The differential aptitude tests, the math test, the CLOZE test and the Purdue test were given under these conditions. For all the preceding tests except Purdue tests, the time required for completion was noted. Kendall's Tau was computed for these five tests, but no significant (rank order) correlation occurred.

It turned out that these fears concerning identification were groundless and the oral directions test and IOI were given with identification.

Too many tests have been given to given them all again. The math test will be given again to every trainee. The Ilyin Oral Interview (IOI) will be given again to those trainees who scored less than 79 on the 50 item test. The CLOZE test and the tool information test will definitely not be given again. Some or all of the other tests will be given again if time is available.

The group tests were all administered by the ESL teacher after some instruction from the evaluator. The IOI was given by the evaluator. The tool test was given orally by the ESL teacher.

E. Interpretation of tests — One can make a hesitant statement about the "level" that the trainees operate at tests. In non-verbal reasoning, they are at about an eighth grade level. In speaking English, most are on an elementary level while some are intermediate. In reading English, they vary from below the 5th grade to junior high. In mathematics they range from the third to sixth grade. But placing trainees at different grade levels according to formal tests is less important than the amount of improvement on tests and in skills.

The differences between test and re-test on the IOI and the math test will be taken as indications of learning, or a lack thereof. The IOI will be looked at for individual change; the math test for group change. If it is possible to re-administer the three subscales of the differential aptitude test, changes will be looked at as though they were changes in achievement, even though the test is pro forma, an aptitude test. Inasmuch as the national norms for the 8th through 12th grades increase in "aptitude" each year, it seems reasonable to regard increases as achievement increases. If the Purdue test and Oral directions test are re-administerd, similar interpretations will be made.

13. OTHER ACTIVITIES

The ESL teacher devoted substantial effort to discovering/developing Lakota names for some common tools. Two sheets are included in the appendix. The only tool she was unable to come up with a name for was the bevel. (Note that cikala means "little" and tanka means "big".)

She has also accompanied the work incentive trainees to Pine Ridge to state and tribal welfare agencies and gotten their payments and records in proper order.

14. STAFF EMPLOYMENT AND UTILIZATION

N/A

15. STAFF DEVELOPMENT

A. Individual Development – Members of the staff have learned new skills and improved others. The instructor, while a master carpenter for 15 years, had only had one year of teaching experience. He has learned much about teaching carpentry. The ESL teacher, in addition to her bilingual functions, has learned to administer and score tests, to keep records and charts, and something of supervision. The secretary/bookkeeper has learned to deal with new forms, formats and office machines. The director and the two consultants, while they had worked together before, and had all had experience with education on this reservation, had never worked with a bilingual vocational program before. They have learned about both bilingual and vocational education.

B. Group Development – The staff meets every Monday morning to discuss problems and deal with them as they come up. The consultants assist when they are at Kyle.

The director and consultants attended the American Vocational Association Convention in Atlantic City, December 2 - 6, 1977.

FOOTNOTES

1. For a description and analysis of education in a BIA school on Pine Ridge Reservation, see Wax, Wax and Dumont "Formal Education in an American Indian Community" Supplement to "Social Problems" 11:4, 1964.

2. Of the three trainees who have not finished their tool boxes, one was fired for poor attendance and the other two have almost finished. Another trainee, who resigned two months before she expected a baby, completed a tool box and took it home. She was offered a leave of absence, but chose to resign instead. If the program is re-funded, she will be offered a position for the second year.

3. Thanks for assistance with this section to Dr. Celeste E. Freytes of the Boston University School of Education.

4. Criteria taken from "The Linguistic Report" vol. 18, no. 2, October 1976, p. 5.

5. Of the five trainees who learned both languages together, 4 have Lakota as the language most frequently spoken at home, while the fifth has Lakota as his home language and also as the language he uses most often.

6. This diagram is adapted from Muriel R. Saville and Rudolph C. Troike, "A Handbook of Bilingual Education." Washington, DC, 1975. p. 21.

7. "Inter-View" vol. 3, no. 1, 1977.

8. Northwest Regional Education Laboratory, June 1977.

9. See Dowell Smith, "Old Cars and Social Productions Among the Teton Lakota" unpublished Ph.D., University of Colorado, 1972 for a detailed discussion of this problem as it applies to used cars. Also, William Powers, "Oglala Religion," University of Nebraska Press, 1977, has scattered comments on the different ways in which Oglalas view "White" and "Indian" things.

10. The first ten categories are taken from the carpenter's union apprentices' record card while the last five were added by the staff; work on the toolbox was put under "inside finishing" while "class:: refers to shop instruction.

Mid-Term Report Year Two

MIDTERM PROGRAM PERFORMANCE REPORT

LITTLE WOUND SCHOOL
BILINGUAL SECRETARIAL AND BUILDING TRADES TRAINING PROJECT

Grant Number G007801155

November 25, 1978

MIDTERM PROGRAM PERFORMANCE REPORT

LITTLE WOUND SCHOOL
BILINGUAL SECRETARIAL AND BUILDING TRADES TRAINING PROJECT

Philip D. Roos, Ph.D.
Project Evaluator

November 25, 1978

1. PROJECT NO.
   558AH80080
2. GRANT NO.
   G007801155
3. TITLE OF PROJECT
   Little Wound School Bilingual Secretarial and Building Trades Project
4. GRANTEE ORGANIZATION
   Little Wound School Board
5. PROJECT DIRECTOR
   Stephen D. Langley
6. Period Covered
   8/1/78 to 11/17/78

8. MAJOR ACTIVITIES AND EVENTS

(N.B: Sections 7 and 8 are reversed in order to make this report more comprehensible).

A. An Event

The most significant event this year took place at the school board meeting at which the school board selected trainees. The staff had taken applications and pre-selected trainees for the school board's approval. As the school board looked over the list, the following conversation (here reconstructed) took place:

> Indian School Board Member, "How did you come to pick the people you did out of all the applicants?"
>
> Program Staffer, "They have to speak Lakota and be limited English speaking. Because if they can't speak English, they would have great difficulty finding and staying on a job."
>
> ISBM, "Well how did you test them?"
>
> PS, "We ask them some questions. If a person does good on them, then he can't fit into the program."
>
> ISBM, (incredulously), "You mean to say that if they do bad, they have a good chance at the job?"
>
> PS, "That's right."

ISBM, "And if they do good, they're out?"

PS, "Yes."

ISBM, "Well I know someone who will never learn to be a secretary in five years. She should be ideal for your program."

The evaluator could go on at great length about this conversation, but will try to limit himself to a few brief comments.

1. The person who could never learn to be a secretary in five years is in the program, and doing fine.

2. Another school board member, obviously oblivious to this interchange, later insisted that a "good" person be a secretarial trainee. She's doing fine, too.

3. During the program's first year, there was some criticism from Washington that it was insufficiently bilingual. Program staff decided to deal with this criticism by selecting the most "indian" Indians for the program.[1] During the first year, full-bloods had been selected partly on the basis of previous contacts with staff in Neighborhood Youth Corps, or if the staff had other reason to believe they would be successful, from previous contacts. This year, the most hopeless cases, from an acculturation and employability perspective, were selected. (We will see below that they don't turn out differently on the standardized tests.)

4. The school board member's reaction was a marvelous illustration of some differences between mixed bloods and full bloods.[2] By mixed blood standards, employment in a program such as this should be a reward for conformance with rural white working class standards of behavior, which mixed bloods strive to adhere to and full bloods don't. He was quite understandably perplexed that the Government should require that jobs go to those who didn't "deserve" them. Fortunately, the School Board has enough faith in the program staff to go along with almost the entire list.

5. The Indian school board member certainly had a point. It is indeed a strange program that appears to insist on selecting those applicants who appear, by past performance, to have the least chance of success.

6. The criteria of the bilingual vocational training program guidelines certainly have a point as well. Past Indian training programs, taking any applicants--and emphasizing the "good" ones – have a dismal record of placing their graduates (see below, 7D).

7. The applicants may have the strongest points of all. The day in which a trainee resigned, four perfectly "bad" new applicants came by to apply for his position between noon (when the resignation was taken) and 4:00 pm. Whether full blood or mixed blood, good English speaker or poor, the people need work. While often unwilling to leave home to get it, they are very interested for that which is locally available.

B. Activities

(1) Building Trades.

During the first year of the program, the building trades trainees spent much time renovating the school, which had suffered from years of abuse and neglect. This year, a new elementary principal's office and a teacher's lounge/curriculum storeroom have been constructed inside the spacious hallways of the elementary part of the building. This allows the principal to have her office near her classes.

The Little Wound School Board was awarded a grant for a Runaway Youth Program. The trainees are in the process of repairing one of the teachers' houses which has been assigned to that program.

(1) Building Trades. (cont'd)

Eleven of the 14 trainees started on their tool boxes, the remaining having made their last year.[4]

The largest project so far this year has been a smaller dome, 32'7" in diameter. Part of the foundation, including water and sewer lines, had been laid in 1974. Some materials had also been obtained then. The school board is paying for the rest of the materials. As of the date of this report, the small dome is up. The exterior will be shingled in the remaining good days, the interior will be insulated and finished on the poorer days. After completion, the secretarial trainees will move in.

The large dome[3] has also received attention. Both entries have new, insulated stronger frames. One door was replaced. The six windows were all replaced and winterized, with frames extending out over them to cut down the amount of summer sun entering the dome. Around the windows, where the fiberglass had to be removed for the work, as well as in places where fiberglass had come loose from the weather, new fiberglass was applied.

(2) Secretarial.

The building trades trainees' activities can be easily enumerated in terms of so many structures remodeled, repaired, or built. The nature of the secretarial trainees' work does not lend itself to such easy categorization. They have training materials, in English, typing manuals, secretarial texts, various packages sold for the purpose. Dr. Georgianna Lowen and Geraldine Charging Crow have started a curriculum/assignment book in which all the reinforcing terms (words that can be roughly translated as "that's good", "you're getting there", "next go to" &c) are in Lakota, as are the names of the books. Most of the rest is in English. (A copy is appended.)

The secretarial trainees also help out by taking some of the load off the regular school employees, particularly in typing things which don't leave the school, such as memos and assignments.

(3) All Trainees.

Last year, College Center courses were not started until the second semester. Since last year's trainees had such great need for classwork, courses were started right away this year. Sr. Lorraine Brady is again teaching Math. Steve Langley, Marlene Brave Heart and Geraldine Charging Crow are teaching English together. At times, the group is broken up into carpenters and secretaries with Steve and Marlene taking the former and Geraldine the latter. At other times, it may be broken up according to need and each of the staff may work with a small group on whatever it needs. The curriculum is much the same as last year. English language, particularly emphasizing the vocabularies needed in builidng trades and secretarial work on the reservation; assertiveness training and verbal communication skills; everyday skills such as how to apply for work, managing money, and filling out forms.

(a) Academic Progress.

Fewer trainees then last year completed high school or passed the G.E.D. Five have diplomas, 6 passed the G.E.D. with three of these doing so while in the program last year (2) or this year (1).

(a) Academic Progress. (cont'd)

One trainee was still too young to take the G.E.D. the first time it was offered; the remainder passed some, but not all, parts. In addition to the formal classes, they will be tutored by the ESL teacher, as needed.

(b) Language.

The trainees' bilingual status according to the Lau criteria are also much the same as the first group's

Table 1

Bilingual Status of Kyle Trainees, 1978

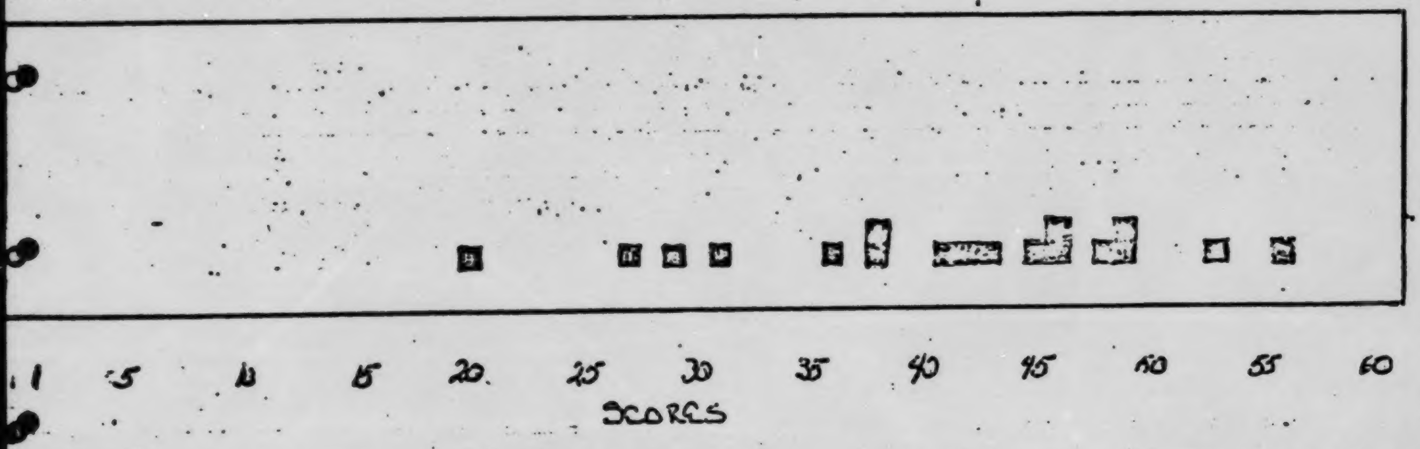
	English	Lakota	Simultaneous or both
first language	3	12	3
most spoken language	3	7	8
home language	0	16	6

Of the three trainees who say they learned English first, one speaks Lakota most of the time and it is the home language; the other two speak English most of the time, but Lakota is the language most frequently spoken at home.

The results of the Ilyin Oral Interview are, however, quite different from last year's. While the distribution hardly follows a normal curve, it is less distinctly bimodal than last year's. The test was given by a White high school teacher, who has an M.A. in English, rather than by the evaluator, who has a Ph.D. in sociology. The higher scores are probably a result of differences in scoring, particularly the difference between "reservation English" and "standard English". Whatever "Standard English" may be, the reservation version, in pronunciation, syntax and vocabulary, is not quite the same thing. But "reservation English" is clearly a dialect that is, it has a definable grammar and syntax spoken with fair consistency by the reservation people, and understood by Whites. Both last year's and this year's scores are graphed below.

Figure 1A*

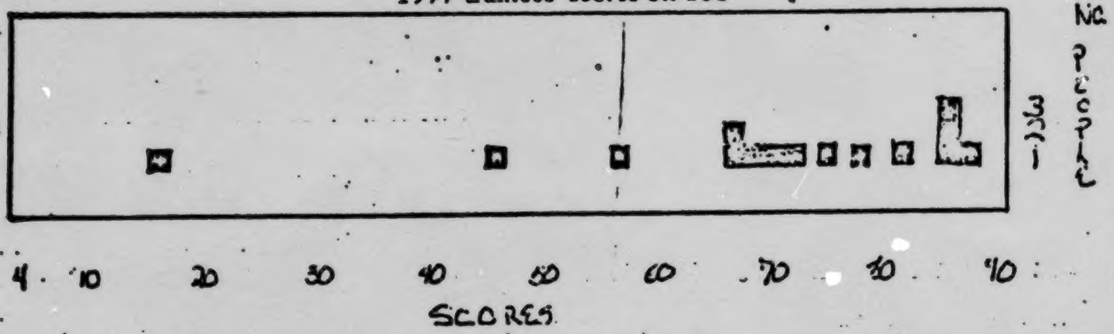
1978 Trainees' scores on 101



*Short form maximum score 60

Figure 1 B*

1977 trainees' scores on 10I



**Long form, maximum score = 100.

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Unfortunately, with populations of less than 20 each year, different forms of the same test being given, and different testers, it is not meaningful to do ordinary tests of statistical significance on the I01 scores. Before discussing the 101 scores, let us present the CLOZE scores.

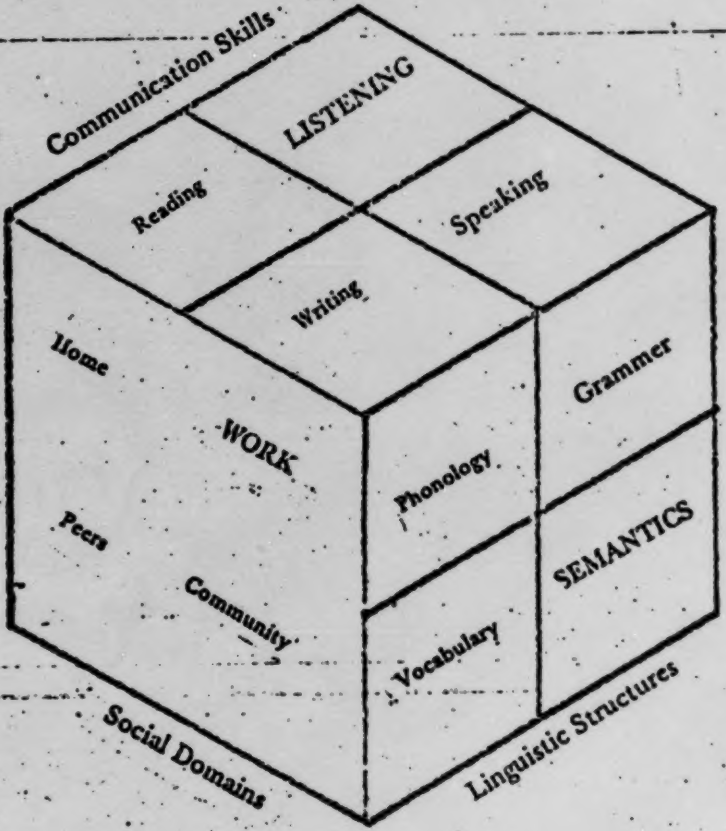
Table 2

CLOZE Scores 5

	1977	1978
means	22.0	18.1
standard deviation	6.74	6.67
range	15-32	2-29
(N)	(14)	(20)

The CLOZE scores are slightly (not significantly) lower this year than last, while the IOI scores appeared to be higher. Figure 2 is a reproduction of the "Language Assessment Domains" cube used in last year's midterm evaluation.

Figure 2


Communication Skills
LISTENING
Reading
Speaking
Writing
Home
WORK
Peers
Community
Grammer
Phonology
SEMANTICS
Vocabulary
Social Domains
Linguistic Structures

Language Assessment Domains

The IOI assess the Linguistic Structures of "grammar" and "semantics" through the Communicative Skills of "listening" and "speaking" in the Social Domains of "school".

Even with the major difference in Communicative Skills, it is hard to believe that the second year's trainees are better at listening and speaking but worse at reading and writing than the first year's trainees.

Given all the test scores (some already presented, some presented below), the method by which the trainees were selected both years, the subjective impressions of the staff in working with the trainees, and of the persons who administered the 101 in the two years, it is hard to conclude anything other than: In terms of the differences which standardized tests are able to measure, the two groups of trainees are essentially identical. Perhaps the selection process for the third year would be expensive in both time and money because every applicant would have to be tested. Further, a low 101 score is hardly an uncontaminated oral - aural language test. The more "indian" Indians are "shy", i.e., they speak extremely quietly in such a one-on-one test situation -- to the point of inaudibility. From an Indian point of view, according to Wax and Thomas, this is not a shyness at all, but a protection of the individual's privacy from the assault by a White person.

7. ACCOMPLISHMENTS

A. Staff Update.

Since last year, the program has added bi-lingual secretarial training. The staff is largely the same as last year. Geraldine Charging Crow has been added as secretarial instructor; Marlene Brave Heart, one of the last year's trainees, has replaced Faye Zephier as ESL teacher; Colin Hobson and Steve Langley remain carpentry instructor and director, respectively. The secretary resigned and was not replaced since the secretarial trainees are doing the project's secretarial work.

B. Attendance.

The high degree of continuity from last years to this has made for an amazingly smooth operation, at least by Reservation standards. Attendance, which was 87.5% of possible at the time of last year's midterm evaluation, is 91.7% of possible as of the reporting date (which, to be sure, is almost two months earlier this year than last). One trainee resigned on November 22, due to his father's poor health. If his record is removed, the average attendance for the remaining 19 trainees is an amazing 93.25%. If the past is a guide, this will drop somewhat when Spring comes. However, it should still be highly satisfactory at year's end.

C. Work Environment.

The area which last year's trainees remodeled in the school basement has not been largely given over to other school activities. The secretaries are working in the Teacher Center. Since this is a "planning year" for the teacher corps, there is less activity in the teacher center than last year or what will occur next year. However, this is not completely suitable because of the simultaneous use of the space by others. The secretaries will move to the little dome soon. The carpenters had moved to the large dome by the end of the first year's training period.

D. Last Year's Trainees.

The staff have attempted to follow those of last year's trainees who either completed the course or were in it at the end of the academic year. Three of last year's trainees, who started after September 1977, were re-hired this year and will be asked to resign in early Spring to make room for others.

As far as can be gathered, all of the trainees have worked at least some since the end of July, when the first year ended. Last year's trainees were not asked, at the outset, for their work experience. This year's trainees were. Two-thirds of this year's group has had NO previous work experience. We can assume that the first year's trainees were about the same.

Unemployment rates are taken at a particular point in time. At the time of the evaluator's visit it was late autumn, with moderately cold weather (down to about 10° F) and some snowy days. Two trainees are working full time at Piya Wiconi, a major construction project seven miles from Kyle, currently employing only about 20 men. Another is showing up every day, trying to get apparently together, at odd carpentry and construction jobs, as they can be found. One is working out of state, apparently on a surveying crew. One is helping his cousin renovate a house. One is a teacher's aide at the school, one is the counselor for the Kyle College Center, one is the ESL teacher for the program. Five are unemployed, including the one previously mentioned who is showing up mornings at Piya Wiconi, and one (woman) who -- in competition with a number of others -- has applied for an opening as matron at the new jail under construction in Kyle.

Therefore, the current unemployment rate (by official government standards, which do not count students or trainees) is 5 out of 13 or 38.5%. If we 'fudge' by calling the three current trainees 'employed', it is 5 out of 16 or 31.25%.

The question immediately arises: How good is this? Unfortunately, no simple answer is possible. The evaluator could discuss this at great length, but will try to be brief.

(1) This unemployment rate is the same as the official unemployment rate for the reservation of 40%. In early 1978, Jeanne Smith[6] made a careful study of reservation employment and unemployment and came up with a more accurate estimate of 54%.

(a) The overall tribal unemployment rate, whichever figure is taken, refers to the entire tribal labor force, including people with more skill and work experience than these young trainees. Therefore, an unemployment rate equal to the general reservation rate implies an unemployment rate far below comparable youth on the reservation.

(2) Construction work is both seasonal and short-term. In the colder months (November through March) little is going on. Even during the seven warmer months, there are not always jobs nearby, and some trainees are very reluctant to leave the immediate area.

(3) The evaluator made an effort to find out employment rates of graduate from BIA training programs. A letter to Washington D.C yielded a referral to Mr. Lloyd Eagle Bull, a training and placement officer at the Pine Ridge agency. On his current trip, the evaluator called and wrote Mr. Eagle Bull, and, at his suggestion, also Mr. Ernie Azure, a placement officer at the United Tribes Training Center in Bismark, ND. Hopefully, some figures will be forthcoming from them so that they can be incorporated in the year's final report. However, even without further information, some comments are in order.

(a) The bilingual training program takes unpromising trainees, as the discussion at the school board meeting makes clear. The Indian Action Team at Pine Ridge and the United Tribes Training Center, by virtue of their selection process, take in a larger percentage of more acculturated, monolingual trainees. Yet this program has a drop-out rate of only 26.1% (6 out of 23 the first year). This is in spite of a much more rigorous attendance requirement than other programs.

Trainees in Bureau programs can be absent far more before being asked to resign.

(b) The bilingual training program makes no attempt to place trainees away from the reservation, where most of the jobs are. In contrast, the United Tribes program makes no attempt to place trainees except if they are willing to take employment away from the reservation.

(c) The bilingual training program attempts to continue to give trainees support and encouragement after they leave the program. Also, it is trying to keep up with the activities of former trainees, which the other programs don't do.

(d) the very paucity of statistics on drop-out and placement rates in Indian training programs leads one to be suspicious. One informant, who worked part-time at the United Tribes Training Center, heard that less than 5% of the trainees placed in jobs still had them six months later. Another informant said that the Indian Action Team offered no training, only work which was not always carefully supervised.

(4) The two trainees who have had occasional work were counted as employed. The evaluator strongly believes that the development of entrepreneurship is one of the greatest needs on the Reservation. This is a chicken-and-egg problem. You cannot have entrepreneurs without training people. You cannot train people incrementally, if at all. Small training programs like this one, which may turn out a few people who go into business for themselves, more or less, are probably one of the easier ways of attacking the entrepreneurship problem.

(5) John Bryde, the closest student of Oglala Personality, argues that the nature of work (hunting and fighting) in pre-Reservation times was so dangerous that men worked as little as possible. The more they worked, the greater the perceived possibility of an untimely death.[7] Particularly among full bloods, the notion of work as an occasional thing has survived almost intact. For full-bloods (both socio-culturally and by blood quantum as almost all of the trainees are) to go into the kind of steady (or at least seasonal) employment which this program provides them the technical skills for, is extremely difficult.

(6) In the final report for the first year, the evaluator expressed concern about the employability of female building trades graduates. He was amazed that one was working as a teacher's aide, as well as the male graduate who is the local college center counselor. As he usually does when amazed, the evaluator theorized. This theory, entitled "A Theory of Sioux Post-Secondary Education" is appended.

(7) In sum, then, the evaluator is favorably impressed with the employment so far of the trainees. He and the staff would feel better if the unemployment rate were lower than it is, however.

9. PROBLEMS (INCLUDING CHANGES FROM ORIGINAL PLAN)

The building trades portion of the program has run so smoothly that problems have not been encountered; nor changes made.

The secretarial trainees were to have taken two semesters of Lakota. However, John Attack Him, the College's main Lakota teacher, died this summer at the age of 44. Consequently, the secretaries are not taking Lakota. Nor have they taken the College's placement exam in Lakota. The placement exam is now scheduled for the beginning of the 2nd semester and a course should be available by then, also.

9. PROBLEMS (INCLUDING CHANGES FROM ORIGINAL PLAN) • (cont.d)

The secretarial trainees have barely begun typing in Lakota. Unfortunately, there is not one accepted way to type Lakota, but three: The simplest uses the ordinary alphabet and the diacritical marks are later added by hand. The second uses the ordinary alphabet and requires a considerable amount of backspacing to underline certain letters without yielding a complete adequate text.8 The most difficult, which also results in the best looking copy, is to modify an IBM typing element so that it includes all the characters and diacritical marks used in Buechel's dictionary, the standard for this language.

An IBM 'library' font has been ordered. It will be sent to a firm in Honolulu which alters such fonts for any specific language. When this font returns, the trainees will be taught to use it. Since no program has ever taught Lakota typing before, results are unpredictable.

10. PUBLICITY ACTIVITIES

There has been another story in the "Mustang News", the school paper one in the Bennett County "Booster", a weekly published in the nearby town of Martin, SD, and the "Lakota Eyapaha" published monthly by the Oglala Sioux Community College. The "Lakota Eyapaha" is as close to a reservation-wide newspaper as there is these days.

Among the visitors to the program have been:

THE OGLALA SIOUX TRIBE	Elijah Whirlwind Horse, President
THE MEDICINE ROOT DISTRICT	Birgil Kills Straight, Chairman
THE OGLALA SIOUX COMMUNITY COLLEGE	Dowell Smith, Vice-President
R & S CONSTRUCTION COMPANY	Henry Fricke, Manager
S. D. CARPENTERS UNION	Harold Greenlee, Secretary
MEANS DEVELOPMENT CORPORATION	Warren Means, President
DAKOTA TYPEWRITER EXCHANGE	Len Hier, Manager
INDIAN TEACHER CORPS PROJECT	Larry Mendoza, Director
KYLE CATHOLIC CHURCH	Fr. Glen Welchons, S.J.
PIYA WICONI CONSTRUCTION PROJECT STAFF	

It is worth noting that the "mocassin telegraph" keeps interested people well-informed on the Reservation. Presumeably everyone on the Reservation interested in such matters has been informed by now, whether s/he has actually visited the program or not.

This is also the place where a comment on the political climate seems appropriate. The evaluator has been visiting the Reservation since May, 1970. Never has he seen such 'normalcy' as on this trip. While the turmoil and tragedy of personal and family continue, political turmoil is unusually low. Lest it be thought that this is irrelevant to evaluating an educational program, the reader must bear in mind that every part-time job, every traineeship, is a political plum at Pine Ridge.

C. Tests.

The carpenters again took many tests. Those already discussed are listed first.

(1) Locally made tool information discussed above (12A)

(2) Ilyin Oral Interview discussed above (8B (3b)).

(3) Locally made CLOZE test discussed above (8B (3b)). The same test was used as last year and appended to last year's midterm report.

(4) Locally made math test also appended to last year's midterm.

(5) The same three scales of the Differential Aptitude Test given last year.

(6) The Oral Directions test, as was given last year.

The results from the last 5 tests named are given in Table 3.

Table 3[5]

Test results for 1977 & 1978 Trainees

	Math		Abstract Reasoning		Space Relations		Mechanical Reasoning		Oral Directions	
	1977	1978	1977	1978	1977	1978	1977	1978	1977	1978
x	14.05	14.57	20.5	21.6	25.5	25.4	39.0	43.9	25.1	25.1
s.d.	5.32	9.55	8.3	10.2	9.0	7.2	7.5	7.2	7.4	6.1
range	5 - 32	7 - 32	irrelevant		irrelevant		irrelevant		irrelevant	

The Secretaries were given only the Ilyin, Oral Directions, and CLOZE tests. As already noted, they were to be tested in Lakota, but this has not yet happened.

Since the trainees seem to enjoy taking tests (except for the Ilyin), they will be re-tested as time permits. Test-retest analyses will be presented in the year-end report.

The evaluator has nothing to add to the interpretations of results offered in last year's mid-term report.

13. OTHER ACTIVITIES

N/A

14. STAFF EMPLOYMENT AND UTILIZATION

N/A

15. STAFF DEVELOPMENT

The entire staff went to the Director's Conference in New Orleans this year. New Orleans is such an attractive city that no one wanted to be left behind.

The director went to Houston for a meeting of the National Advisory Committee for Bilingual Vocational Education.

The other staffers, and the curriculum consultant, went to San Antonio for the Bilingual Instructors' Training Conference. The Indian instructors were pleased by the certificates they received; neither of them had previously had such an experience.

The horizons of Geraldine Charging Crow and Marlene Brave Heart have been broadened by these trips. Neither had previously been far from the Reservation. Most Indians receive a far less pleasant introduction to America's cities than they had.

Faye Zephier, last year's ESL teacher, became Title I Staff Assistant this year at the school, at an increased salary. The work she did in the program last year helped prepare her.

Staff meetings on Monday mornings continue, as during last year.

FOOTNOTES

1. The best short discussion of "indianess" is Rosalie Wax and Robert K. Thomas. "Indians and White People.' This paper has been reprinted a number of times. The evaluator regrets not having brought an exact reference with him.

2. See Murray Wax, Rosalie Wax, and Robert V. Dumont. "Formal Education in An American Indian Community" supplement to *Social Problems* 11:4 pp. 29-41 for an excellent discussion of the "grammar" of "blood". Robert Daniels extends the Wax' analysis in "Cultural Identities among the Oglala Sioux" pp. 198-245 in *The Modern Sioux* ed. by Ethel Nurge (Lincoln: University of Nebraska Press.) 1970. We have commented further, particularly on the implications for work values. Philip D. Roos, Dowell H. Smith, Stephen D. Langley and James McDonald. "The Impact of the American Indian Movement at Pine Ridge Indian Reservation" read at the meeting of the Society for the Study of Social Problems, Sept. 1977; accepted for publication in *Phylon*.

3. The large dome was built by Colin Hobson with the assistance of University Year for Action Volunteers in 1973. It is a 50' diameter geodesic dome, fiberglassed and painted beige to fit in with its natural surroundings. After it was built, and UYA was not refunded, Colin, Steve, and others incorporated as the Pine Ridge Center for Environmental Education (a non-profit corporation). The dome was its chief asset. However, after the school was contracted to an Indian school board, the dome (which was less than 200 yards away from the school) was given to the school.

4. Three trainees who came into the program at various times well after the program had started last year were re-hired this year so that they could have at least as much training as their classmates. They will be turned loose in March, at the end of winter, when there is a better chance to find construction work than during the coldest months. This year, tool boxes were not started until the weather became bad, to get more outdoor work done.

5. Tests of statistical significance are omitted from this report. The usual statistical tests give a probability for *alpha*. This probability is of accepting the conclusion that the two groups are different when, in fact, they are the same. In this report, however, *alpha* is not at issue; we would prefer to know *beta* which is the probability of accepting the conclusion that the two groups are the same when, in fact, they are different. The evaluator did not bring the materials required to calculate *betas*. Moreover, the value of *beta* is highly dependent on sample sizes and distributions approaching normality are assumed. Since our sizes are so small, and the distributions are not close to normal, calculations of *beta* might not tell us much.

6. Smith, Jeanne. "Survey of Jobs and Job Opportunities: Pine Ridge Reservation January 1978" Pine Ridge, SD: Oglala Sioux Community College. May 1978.

7. Bryde, John F. *Modern Indian Psychology.* Vermillion, Sd: Institute of Indian Studies, University of South Dakota. esp.pp.26-38.

8. Buechel, Eugene, S.J. *A Dictionary of the Teton Dakota Sioux Language.* ed. by Paul Manhart, S.J. Pine Ridge, SD: Red Cloud Indian School, Inc. 1970. p. 18.

Tests and Evaluation Tools

CLOZE TEST

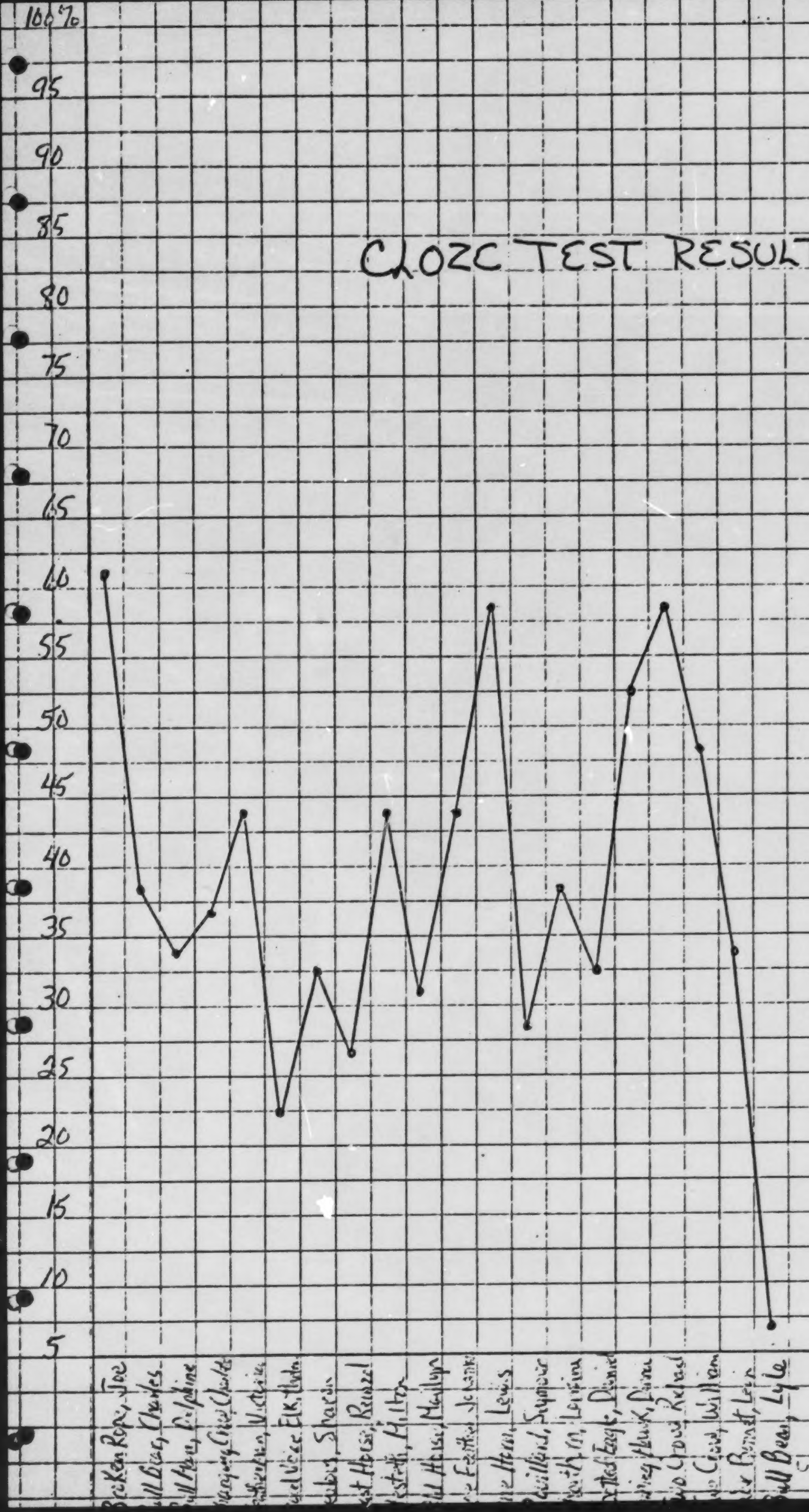
You are holding eight nails 1 between your teeth and trying 2 to hum a tune at 3 the same time. The tune 4 does not sound good, but 5 you do not care. You 6 like what you are doing 7, which is driving nails into 8 2 by 4s. You are building the 9 framework for the master bedroom 10 in someone's house.

You like 11 your job. You build the 12 "bones" of finished houses. You 13 know that nobody would live 14 in these houses without siding 15, plaster, and all the other 16 things that are added after 17 you complete the rough carpentry 18. But sometimes you wish that 19 your work would not be 20 covered up.

Still humming, you 21 try to drive in each 22 nail with only three strokes 23 of your hammer. Sometimes you 24 count the number of times 25 in a row you manage 26 to do it.

It is 27 a clear, cool day in 28 late spring--the best kind 29 of day for working outside 30. You, Joe, and the others 31 have been on the job 32 since 7 a.m. and will work 33 until dusk, probably about 7 p.m. That's 34 a 12-hour day. But such 35 a long workday is not 36 unusual during spring and summer 37 when the days are long 38 and the weather is better 39. During the winter, when the 40 days are shorter or the 41 weather is worse, there are 42 many days that you cannot 43 work. When you do work 44 longer than the normal day 45 you are paid time-and 46-a-half for each extra 47 hour.

"When you finish these 48, can you begin framing the 49 windows?" Joe asks you 50.



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Math Test

Complete the following.

1. 72 in. = ______ yd.

2. 108 in. = ______ ft.

3. 27 in. = ______ ft.

4. 6 ft. = ________ in.

5. 9 yd. = ________ ft.

6. 4 gal. = ________ qt.

7. 60 in. = ________ ft.

8. 12 qt. = ________ gal.

9. Add:

2 ft. 3 in.
28 ft. 11 ½ in.
17 ft. 5 in.
4 ½ in.

Addition and Subtraction

Express each sum or difference in simplest form.

10. $\frac{1}{4} + \frac{2}{3}$

11. $1 - \frac{7}{8}$

12. $21\frac{1}{4} + 13/16$

13. $\frac{1}{6} + \frac{1}{2}$

14. $34\frac{1}{2} - 6\frac{5}{8}$

15. $5\frac{4}{9} - \frac{1}{3}$

16. $\frac{7}{10} + \frac{11}{12}$

17. $2\frac{7}{12} - \frac{5}{6}$

Multiplication and Division

Multiply or Divide-

18. $\begin{array}{r} 43 \\ \times 2 \\ \hline \end{array}$

19. $12\overline{)4.20}$

20. $\begin{array}{r} 1403 \\ \times 3.04 \\ \hline \end{array}$

Express each product in simplest form.

21. $\frac{4}{7}\times\frac{4}{5}$

22. $\frac{7}{8}\times 12$

23. $5\times\frac{8}{9}$

24. $\frac{8}{9}\times 3$

Solve each of the following.

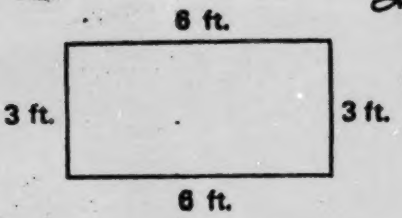
25. $\frac{?}{8} = \frac{3}{24}$

26. $\frac{5}{9} = \frac{55}{?}$

27. $\frac{11}{4} = \frac{77}{?}$

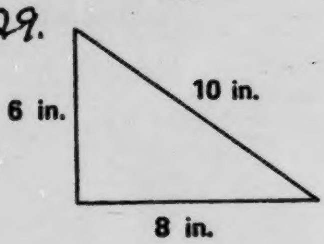
Find the perimeter of each figure below.

28.


6 ft.
3 ft.
3 ft.
6 ft.

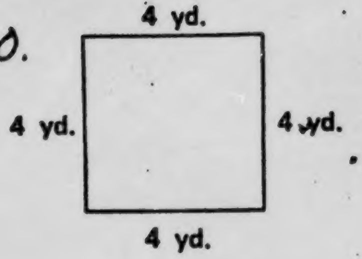
_______ feet

29.


6 in.
10 in.
8 in.

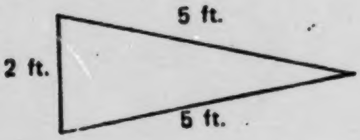
_______ inches

30.


4 yd.
4 yd.
4 yd.
4 yd.

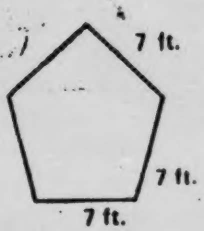
_______ yards

31.



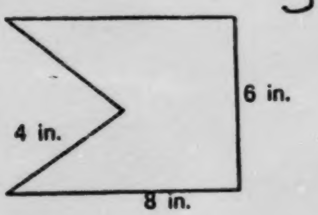
_____ ft.

32.



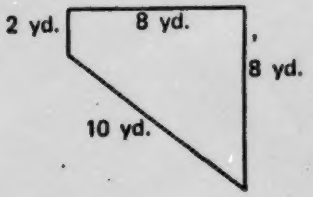
_____ ft.

33.



_____ in.

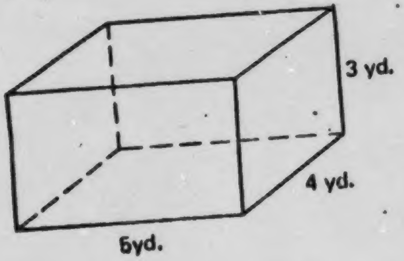
34.


2 yd.
8 yd.
8 yd.
10 yd.

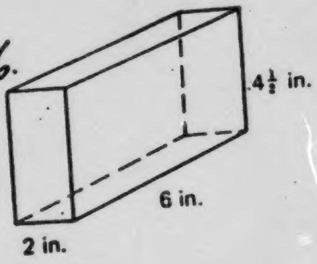
_____ yd.

Find the volume of each rectangular solid below.

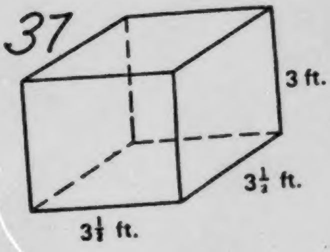
35.



36.


$4\frac{1}{2}$ in.
6 in.
2 in.

37.


3 ft.
$3\frac{1}{2}$ ft.
$3\frac{1}{2}$ ft.

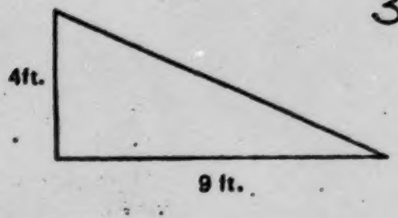
_________ cu. yd.

_________ cu. in.

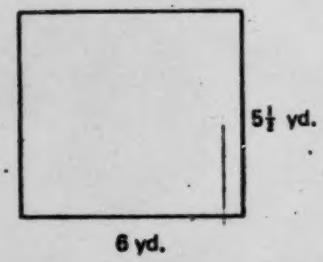
_________ cu. ft.

Find the area of each right triangle or rectangle below.

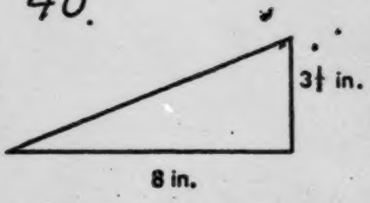
38.



39.



40.

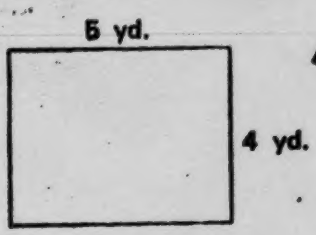


_________ sq. ft.

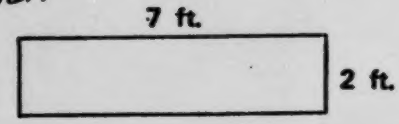
_________ sq. yd.

_________ sq. in.

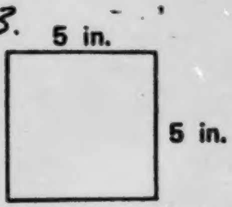
41.



42.



43.



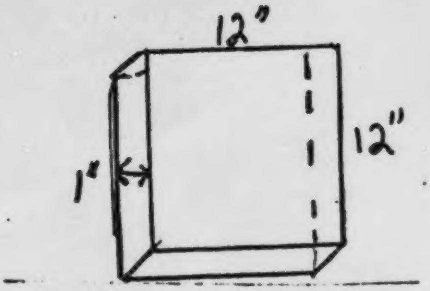
_______ square yards

_______ square feet

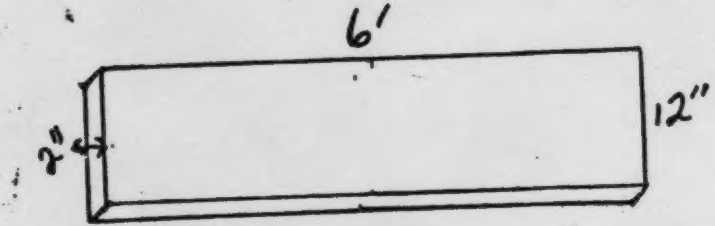
_______ square inches

SOLVE THE FOLLOWING PROBLEMS:

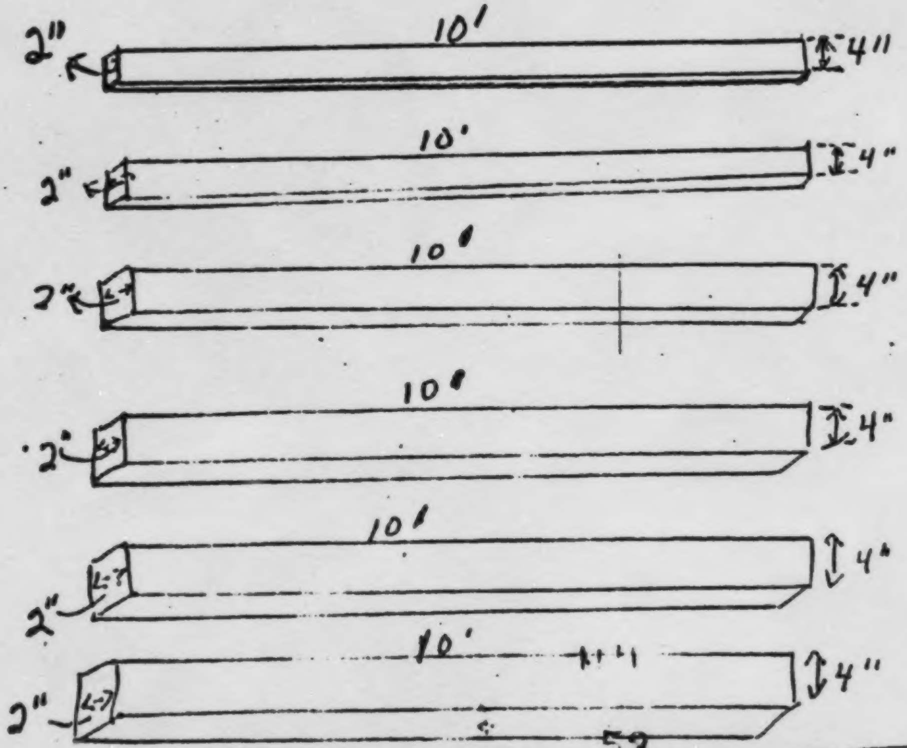
One (1) board foot is a board that is 12 inches long, 12 inches wide and 1 inch thick (1/ 1"x12"x12"), or(1/ 1"x12"x1').   ANSWER: One Board Foot.



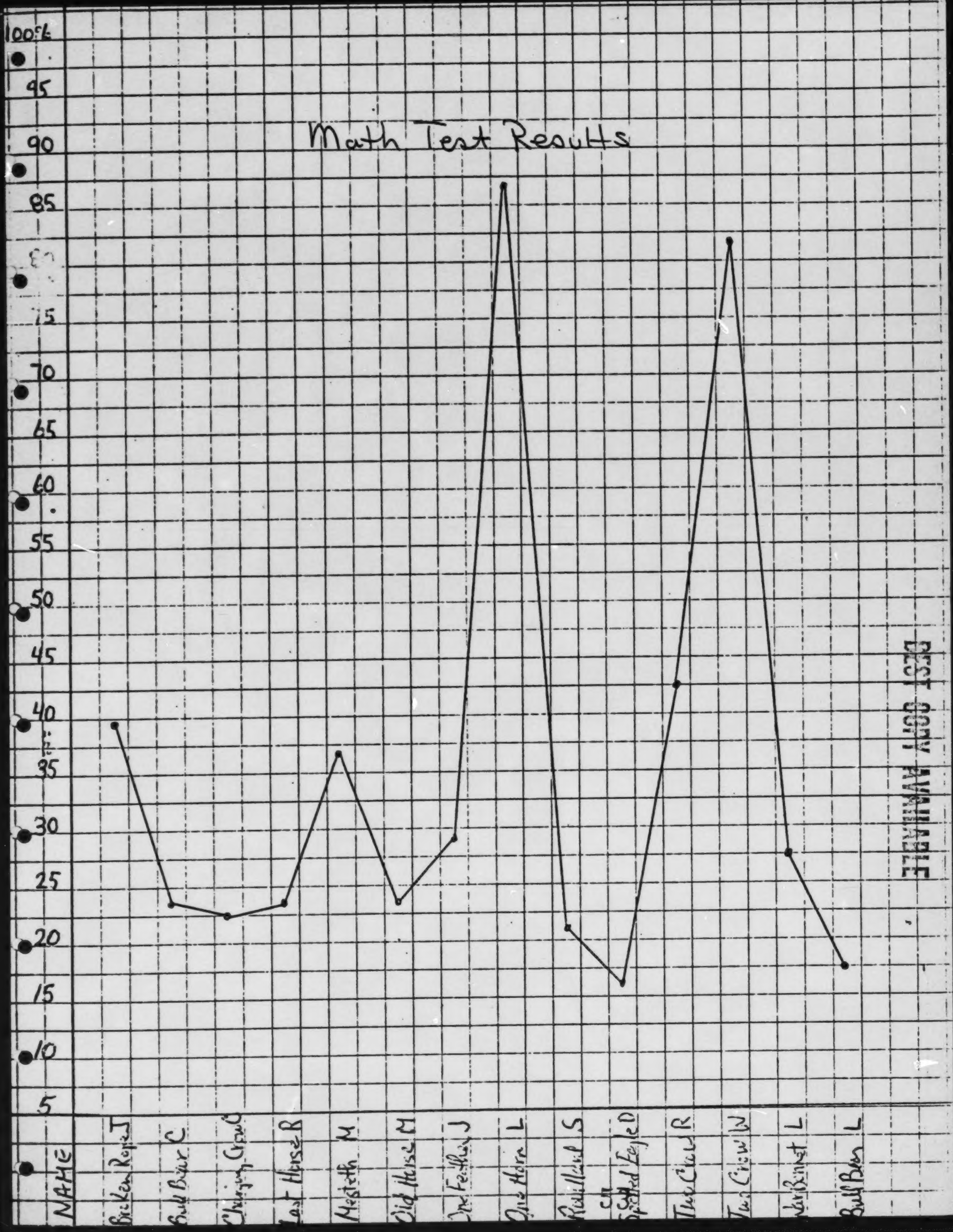
44. How many board feet are there in a board that is 6 feet long, 12 inches wide and 2 inches thick? (1/ 2"x12"x6').



45. How many board feet are there in six - ten foot 2x4's? (6/ 2"x4"x10').


10'
2"
4"
10'
2"
4"
10'
2"
4"
10'
2"
4"
10'
2"
4"
10'
2"
4"

Math Test Results



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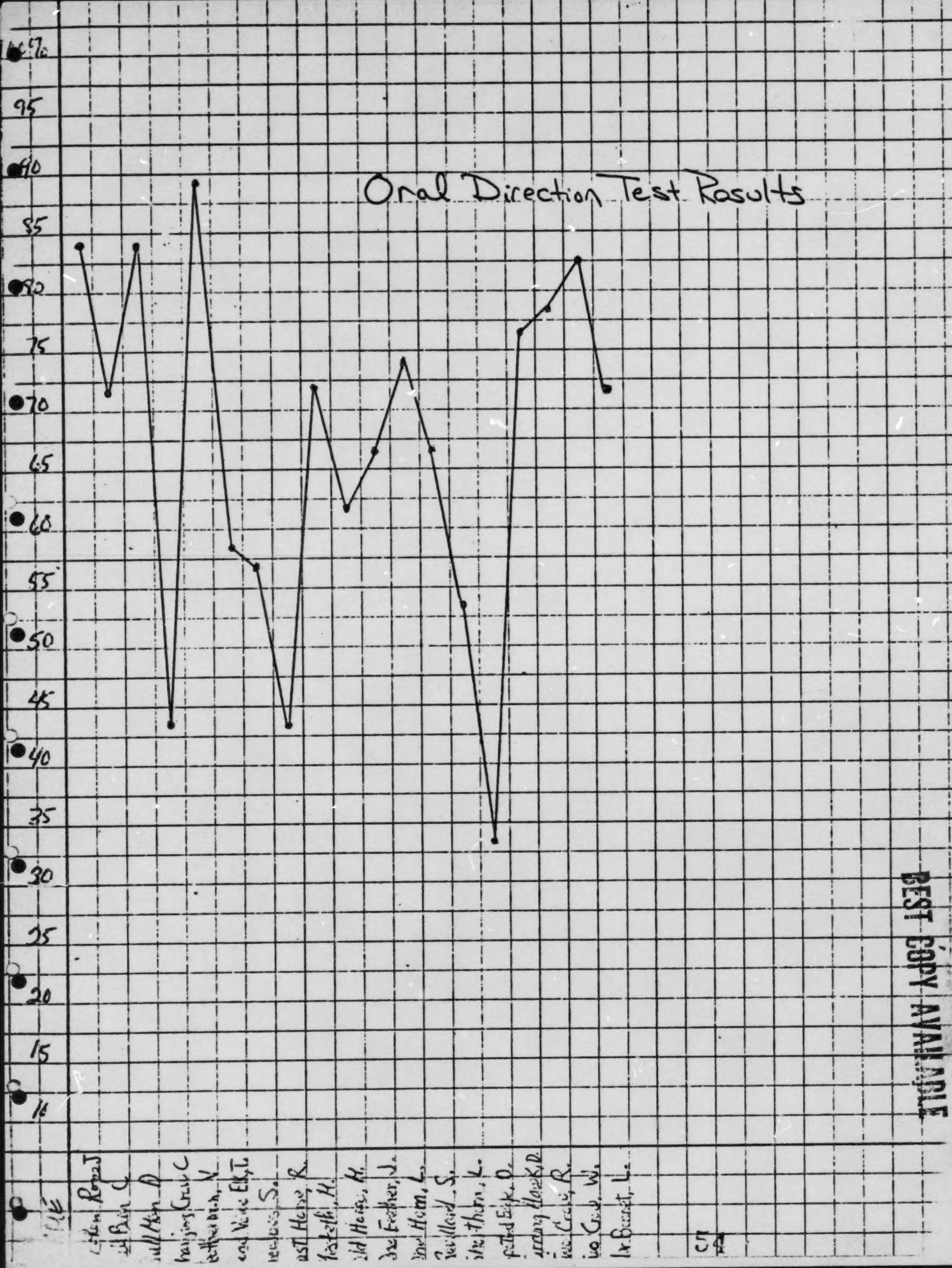
Oral Direction Test Results

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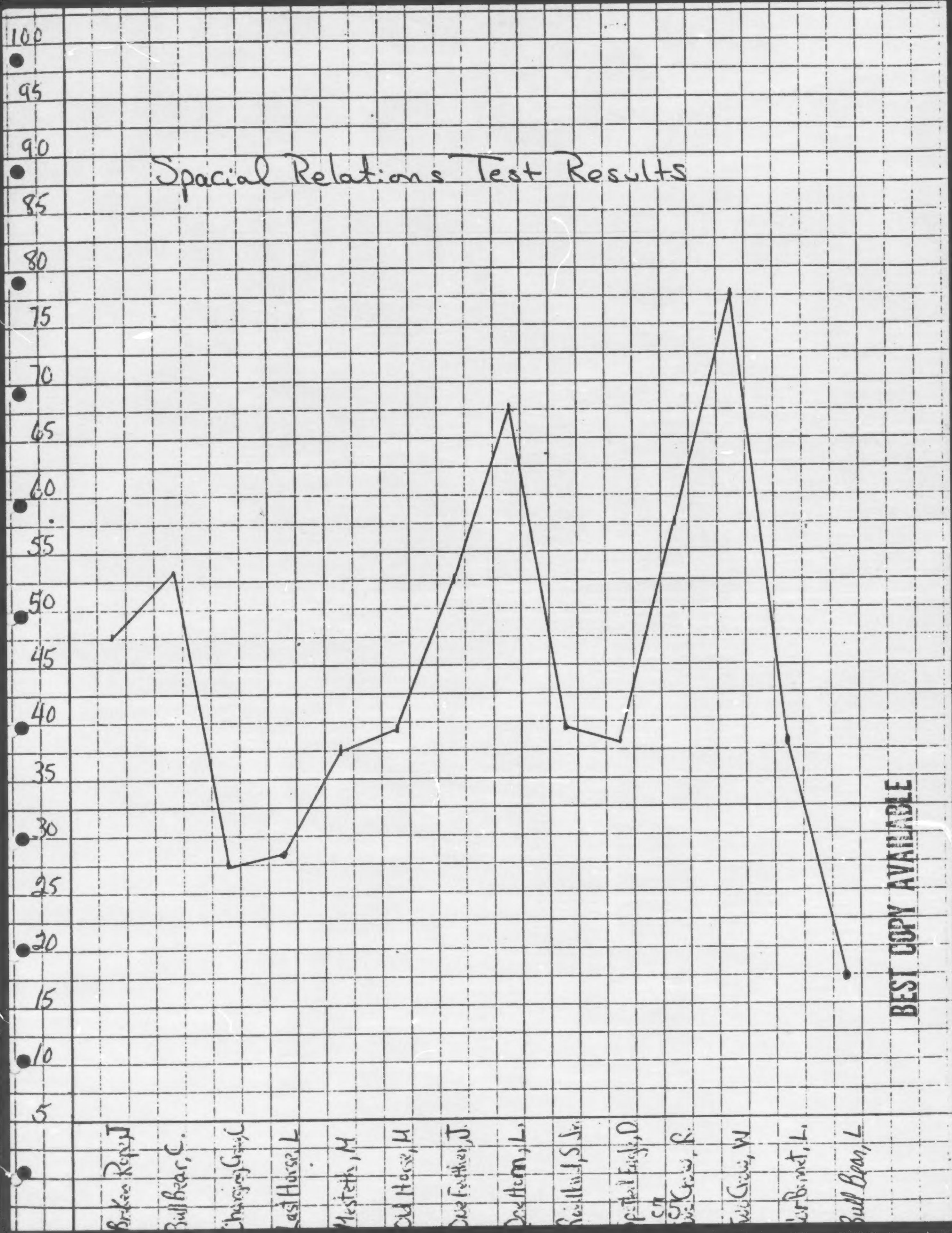

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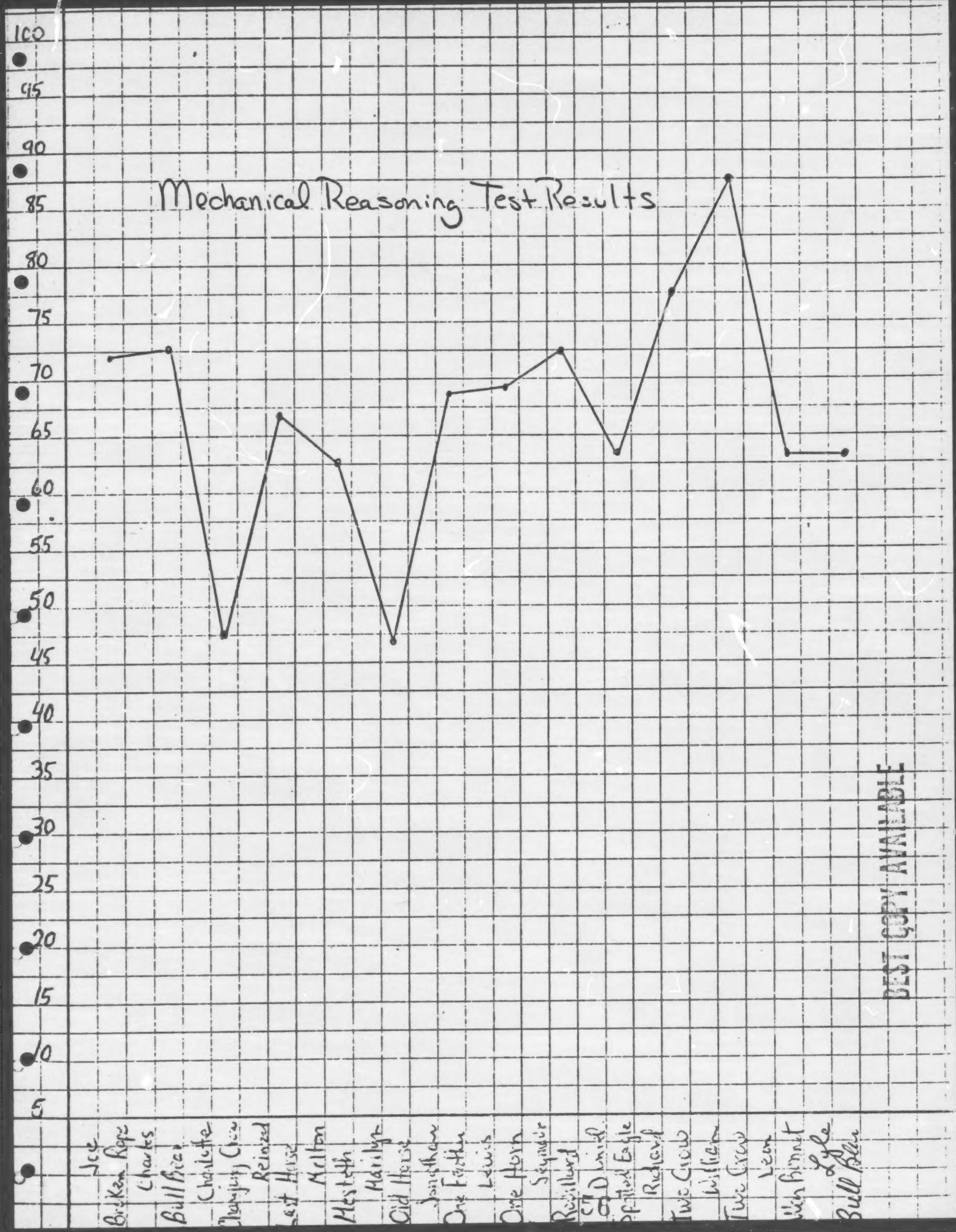

Mechanical Reasoning Test Results

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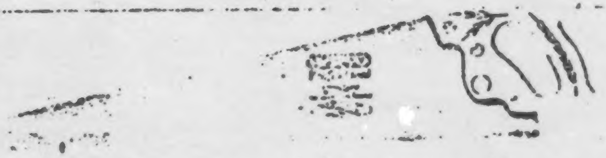
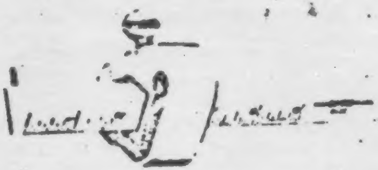
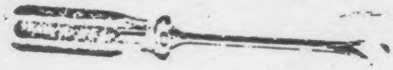
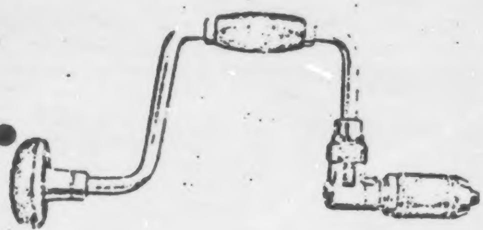
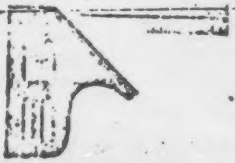
TOOL INFORMATION TEST

If you are familiar with any of the tools below please circle one of the following number:

(Wokécan léna tóna slolýa héna wanjíla etan kahníga ye.)

	Don't Know (Slolwàye sňi)	Know Little about the tool (Hehán o-slolwàye sňi)	Familiar with the too (Hé o-slolwáye)
 CROSSCUT SAW - CANIWAKSE TANKA	1 1	4 2	7 3
 MARKING GAUGE - WIKA ZO	7 1	1 2	4 3
 SCREWDRIVER - WI YU TIN ZE BLA•SKA	1	2	12 3
 WHEEL BRACE - WINA ǦIB Y̨E	2 1	2 2	8 3
 COMBINATION SQUARE	4 1	3	5

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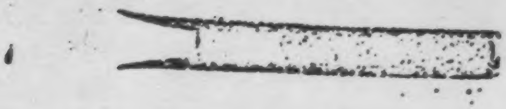
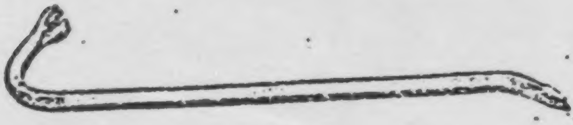
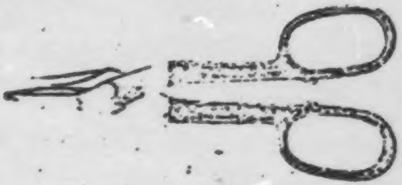


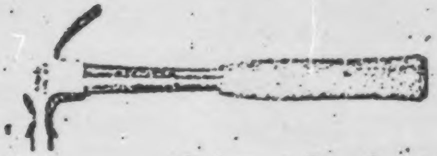
CHISEL - MAZ I CAKSE		5	7
	1	2	3



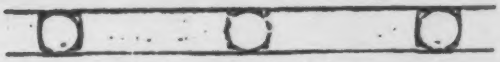
RIPPING BAR - MAZ I HO KATON I YU ŠPU	1	3	8
	1	2	3



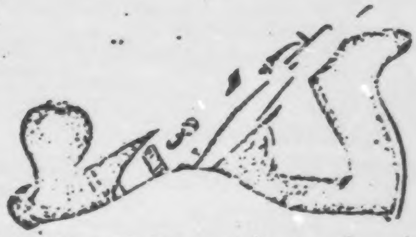
TIN SNIPS - MAZA I YU KSE	1	4	7
	1	2	3



HAMMER - MAZ I YAP̌E		1	11
	1	2	3



LEVEL - MNI WI YUŤE	1	3	8
	1	2	3



PLANE - CANIPAJIPE	3	2	7
	1	2	3

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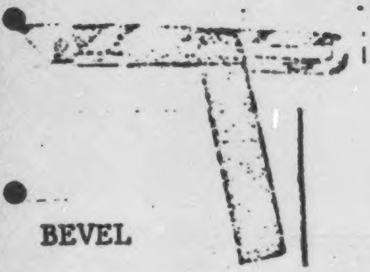
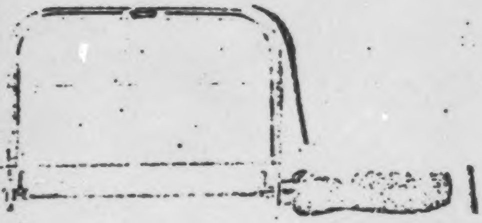
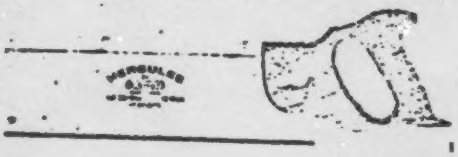


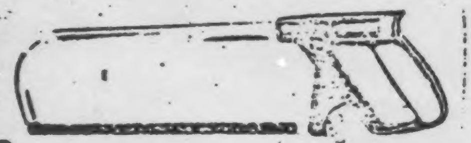
	6	3	3
BEVEL	1	2	3



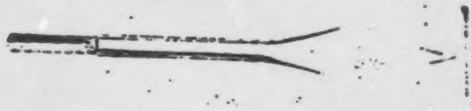
	3	4	5
COPING SAW - CANIWAKSE ŠKÓPA	1	2	3



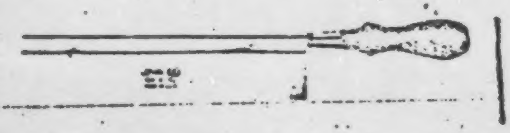
	2	4	6
BACK SAW - CANIWAKSE CÍKALA	1	2	3



		4	8
HACK SAW - MAZA I WA KSE	1	2	3

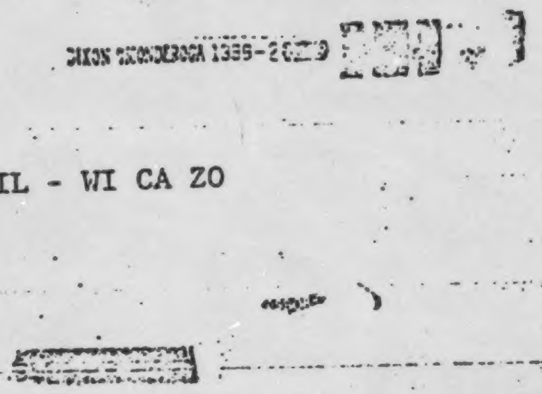


	6		6
POWER BIT - CAN I YU MNI PINKPA	1	2	3



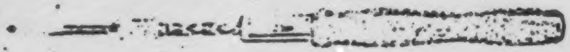
	4	3	5
DOVETAIL SAW - WAKÍNYELA SINTÉ CANIWAKSE	1	2	3

BEST COPY AVAILABLE



PENCIL - WI CA ZO	1	2	3
			12

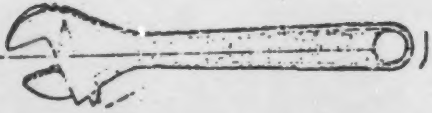
WIRE BRUSH - MAZA WI PA SPU	1	2	3
		3	9



SPIRAL SCREWDRIVER - WI YU TIN ZE TANKA	1	2	3
	1	5	6

PLIERS - WI YA HTA KE	1	2	3
		1	11

TAPE MEASURE - WIYUTE YUGLAPI	1	2	3
		3	9



CRESCENT WRENCH - WI YU TINZE TANKA	1	2	3
		1	11

BEST COPY AVAILABLE

TOOL INFORMATION TEST

I am going to ask you if you have ever used tools from the list I have here. If you have used the tool and know what it is please say yes. If you don't know what the tool is used for just say no.

1.	water level	9
2.	plane	8
3.	plumb bob	1
4.	marking gauge	5
5.	cross cut saw	11
6.	rip saw	11
7.	coping saw	4
8.	back saw	9
9.	key hole saw	7
10.	hack saw	14
11.	dove tail saw	2
12.	spoke shave	1
13.	hand drill	14
14.	wheel brace	2
15.	counter sink	3
16.	chisel	15
17.	bit set roll	5
18.	wrecking bar	13
19.	level	12
20	expansion bit	2
21.	trowel	3
22.	flote	0
23.	string line	4
24.	masons chisel	0
25.	skill saw	7
26.	radial arm saw	5
27.	table saw	12
28.	router	4
29.	belt sander	8
30.	vibrator sander	5
31.	electrical drill	12
32.	grinder	8
33.	saber saw	3
34.	band saw	8
35.	drill press	3
36.	vise	11
37.	C-clamp	4
38.	hand screw vise	2
39.	corner clamp	5
40.	nail set	7
41.	lathe	4
42.	rebate plane	2
43.	square	11
44.	screw driver	18
45.	allen wrench	2
46.	crescent wrench	15
47.	pliers	17
48.	pincers	8
49.	needle nose pliers	15
50.	phillips head screw driver	13
51.	compass plane	2
52.	saw set	3
53.	socket wrench	15
54.	torque wrench	5
55.	mallet	8
56.	oil stone	2
57.	wire stripper	5
58.	rasp	4
59.	wire cutter	16
60.	spiral screw driver	4
61.	scraper	7
62.	block plane	7
63.	jack plane	5

n=18

Material Developed

BILINGUAL
CLERK-TYPIST
HAND BOOK

Bilingual Vocational Education
Little Wound School
Kyle, South Dakota 57752

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Wanah-tagye - Mako Owapi

Clerk Typist - Curriculum Guide

INTRODUCTION

Materials needed:

- Inahtagye Wowapi I
- Introductory Typewriting
- Inahtagye Wowapi II
- Century 21 typewriting
- Wowapi Wakagapi
- Clerical Office Practice
- Waon'spe Wowapi
- Office Work Assignments

HOKAHE

You have investigated the scene and decided that your talents and interests lead you toward an office career. "Waste"

If you follow the directions in this mako-owapi, working carefully and consistently, you whould be able to become a successful wanahtagye yanke.

WASTE'

LE IYUTA

In order to find out what exactly your new career will involve in daily activities, make a survey using the form in Waonspe Wowapi. #1 (p. 1-2).

IGLUSTAN Waonspe Wowapi #1	

Now you have an idea of the kinds of skills you will need to master. Are you ready to begin?

LEL WAYANKA

Le yawe:

Wowapi Wakagapi pp. 23-38.

You will be reading many chapters from the book. If you read carefully and remember what you have read, it will not be necessary to answer the questions at the end of each section, unless you are specifically so directed.

Le ecun we:

Waonspe Wowapi #2 (p.3-4)

The exercises from this workbook will always be practice assignments like those you will have to do on the job. They will give you experience in, and feeling for your new career.

IGLUSTAN Waonspe Wowapi #2	

Look through Inahtagye Wowapi, your typing manual. See how it is organized, with a reference section at the front, followed by 25 lessons on the basic keys of the typewriter. There is a workbook section at the back where certain problems are available for you to work out. Also included in the workbook section are forms on which you record your progress in speed and accuracy. The reverse side of the stand-up book has lessons 26-50, dealing with the practical ways in which you will use your new typing skills. When you read the end you will have mastered basic typing.

Look through Inahtagye Wowapi II. This book will give you the practice necessary to become experienced in all the kinds of typing needed for professional office work. When Inahtagye Wowapi I, is IGLUSTAN, you will pick up on Phases 6 - 11 in Inahtagye Wowapi II. By the time you complete thet, you will be ready for your new job! You have all the basic tools follow this mako owapi. Whenever you come up with questions you cannot answer by checking in the reference section of Inahtagye Wowapi, or in the index of Wowapi Wakagapi , then ask your teacher.

The INTRODUCTION is IGLUSTAN

LEL EYAYE
SECTION I.
TOKEYA EYAYE
Le yawe:
Inahtagye Wowapi I, p. 1-2.

Check out the typewriter parts, Do p. 3 and follow directions on p. 4,5,6, to end of lesson 1.

Check in box when each section is finished. IGLUSTAN

1A	1B	1C	1D	1E	1F*	1G

* means technique practice LILA WASTE'

LE WANJI
Optional Activity

FOUR BASIC TYPEWRITING ELEMENTS

INSTRUCTIONS: Study the information given below and write in your answer to each question as it appears.

I. FOUR BASIC TYPEWRITING ELEMENTS:

A. Typewriter
B. Material
C. Copy
D. Typist

II. TYPING ELEMENTS DEFINED:

Read about each of the four basic elements. Observe how each element is an important part of the total typewriting process.

A. Typewriter: The typewriter is the basic tool for placing printed copy on a sheet of paper, for cutting a stencil, or for completing a variety of other typewriting tasks. In addition to the typewriter you are now using, there are many other typewriter makes, sizes, styles, and special purpose machines; each with a selection of type styles and carriage widths.

QUESTIONS

Q1) What is the trade name of the typewriter you are using? A1) __________

Q2-Q3) Can you give the names of two other typewriter manufacturers? A2) __________

A3) __________

(If you are not sure about the answers to the above questions write in your answers to the questions when you get to class tomorrow.)

Q4) Which kind of typewriter are you using: (a) a manual typewriter or (b) an electric typewriter? A4) __________

Q5) Would the material you type on always have the same width and depth? A5) __________

Q6-Q8) Compare the different sizes of paper given in each of the pairs shown shown below and (in each case) indicate which of the two sheets of paper would contain the most typing space.

		A		B	
Q6)		8" x 10"		9" x 9"	A6) __________
Q7)	81/2" x 10"			9" x 9"	A7) __________
Q8)	8" x 13"		or	81/2" x 11"	A8) __________

(Clue 8" x a0" = 80 square inches and
9" x 9" = 81 square inches)

Q9) Using the same typewriter, would you be able to type as much copy on an envelope measuring 4" x 10" as you would on a piece of stationery measuring 8" x 10"? A9) __________

Q10) Explain your answer to Question 9. A10) __________

Q11) Should the typist place the copy on the material in the typewriter so that it is attractive and easy to read? A11) __________

Q12) Is there usually more than one way to place the same copy on the same material so that it is attractive and easy to read? A12) __________

Q13) Would you usually decide what size material (paper, card, etc.) you are going to use by the amount and nature of the copy you wish to type? A13) __________

D. Typist: You, the typist, must bring the first three basic typewriting elements to life. You must decide (a) what copy to type, (b) what material you wish to use, and (c) how the copy should be typed on the material. Once your decisions are made, you must then put your plan into operation, type with speed and accuracy, and, if all goes well, sit back when you are finished and admire the results.

QUESTIONS

Q14) Does typing skill involve more than being able to strike the correct key on the typewriter keyboard? A14)________

Q15-16) Can you name two materials you might use in your typeWriter? A15________

A16)________

Q17-Q20) What are the four basic typewriting elements? A17)________

A18)________

A19)________

A20)________

TOKEYA EYAYE
Le ecun we:
Inahtagye Wowapi, Lesson 2, Pages 6-7

IGLUSTAN

2A	2B	2C	2D*	2E	2F

WASTE'

LE WANJI
OPTIONAL ACTIVITY

HORIZONTAL SPACING

Pica vs. Elite

INSTRUCTIONS: Study the information given below and write in your answer to each question as it appears.

1. REVIEW QUESTIONS:

Q1-4) What are the four basic typewriting elements? A1)________

A2)________

A3)________

A4)________

Q5) Which sheet of paper contains more typing space, (a) a sheet measuring *" x 9" or (b) a sheet measuring 7" x 10"? A5)________

II. HORIZONTAL SPACING:

In your typewriting experience, you may some day have an opportunity to type on a typewriter with very small type that looks like this:

Every student should have the opportunity to learn about the opport

Or you may use a typewriter that has very large type that looks like this:

Every student should have the oppor

II. Continued.

Or you may use a variable-spacing typewriter with its variety of type sizes. The copy you type may look like this:

Every student should have the opportunity to learn about the

Each of the type sizes and styles illustrated above requires a different amount of space for typing the same amount of copy. They are shown here so that you will be aware that there is a wide variety of available type styles and sizes. These special styles will be of concern to you later in your typing experience.

For the moment, it would be well for us to discuss the most common type styles; those that you are most likely to use in school and, later, at home or in the business office. The two most commonly used type styles are:

"pica" (pronounced pie-kah) and

"elite" (pronounced aye-lett).

A. Pica Type:
All pica type styles allow you to type 10 characters to each horizontal inch. Please note the copy shown below. Each section covers one inch of horizontal space and contains 10 characters (including spaces).

it is pica	vocabulary	10 letters
0|||||||||1	0|||||||||1	0|||||||||1

QUESTIONS

Q6) Since you can type 10 pica characters to 1 horizontal inch, how many pica characters can you type in a space 3 inches wide? (clue: 3 x 10 =) A6)________

Q7-Q9) If you use a typewriter with pica type, how many characters can you type across a sheet of paper that has a total width of:

Q7) 8 inches A7)________

Q8) 8½ inches? A8)________

Q9) 7 inches? A9)________

B. Elite Type:
Elite type is amaller than pica type and, therefore, requires less space for the typing of each character. All elite type styles allow you to type 12 characters to each horizontal inch.

The copy shown below is typed in an elite type style. Each section covers one inch of horizontal space and includes 12 characters (including spaces).

a typewriter	we will come	appreciation
0|||||||||||1	0|||||||||||1	0|||||||||||1

C. Pica Type vs Elite Type:

The copy shown here is presented so that you can compare pica and elite type styles at close range. Each section has a total width of 1 inch

C. Continued.

Pica:	(10 char. per inch):	equalizati	10,000 to	she has go
Elite:	(10 char. per inch):	equalization	10,000 to go	she has gone

QUESTIONS

Q10) If you can type 12 elite characters to the inch, how many elite characters would you use in typing 2 inches of material?
(Clue: 2 x 12 =) A10)__________

Q11-13) Using a typewriter with elite type, how many characters can be typed across a sheet of paper with a total width of:

Q11) 10 inches? A11)__________

Q12) 8 inches? A12__________

Q13) 8½ inches? A13)__________

Q14 How many pica spaces are there to the inch? A14)__________

Q15) How many more elite spacws are there to the inch that pica spaces?

A15)__________

Q16) How many more pica characters can be typed across a 10" sheet of paper than an 8½ " sheet of paper? A16)__________

Q17) What type style (pica or elite) would you be using if you were able to type a mazimum of 80 characters across a sheet of that was 8 inches wide? A17)__________

Q18) What would be the total width of a sheet of paper if you used 51 elite strokes to type half-way across the paper?

A18)__________

Q19-20) How many more elite strokes than pica strokes can be typed across a sheet of paper that has a width of:

Q19) 8½ inches? A19)__________

Q20) 11 inches? A20)__________

TOKEYA EYAYE

Le ecun we:
Inahtagye Wowapi I Lesson 3, p. 8-9.

3A	3B	3C	3D	3E	3F	3G

IGLUSTAN

Le ecun we:
Inahtagye Wowapi I, Lesson 4, p. 10-11.

IGLUSTAN

4A	4B	4C*	4D	4E¢

¢ means continuity practice.

LEL WAYANKA

Le yawe:
Wowapi Wakagapi p. 187-192.

Here are some responses you may want to practice using:

"Good Morning", Little Wound School, May I help you?

"Mr. Haas is not here at the moment. If you'll give me your name and number, I'll ask him to call you back."

"I'm sorry, I'm not authorized to accept collect calls. Could you call back when Mr. Langley is here? He'll be here this afternoon."

"I'm sorry, we don't have that information now. After the school board meeting next month, we will probably know. Can you call us back then?"

"We will be glad to mail you the application. Please give me your name and address. Would you mind spelling that? Thank you."

"Would you care to leave a message?"

LE WANJI

Work with a partner. One partner to be the phone caller, the other partner to answer the telephone. Sit back to back. Caller: Ask typical questions: Answer: Respond in the most complete and courteous way possible. Switch roles, such practice will prepare you to answer a wide variety of telephone requests.

WASTE'

Le Iyuta:

Le ecun we:
Answer the omazape in your office and either take care of the caller immediately, or use the memo sheets on Waonspe Wowapi. p. 75.

IGLUSTAN Waonspe Wowapi #28	

ISLAND OF COMMUNICATIONS

- Pen or pencil
- Pad of paper
- Message pad
- List of frequently called numbers
- Company directory
- Yellow pages directory
- Alphabetic directory

Keep these handy!

TOKEYA EYAYE

Le ecun we:
Inahtagye Wowapi I, Lesson 5 p.11-12.

IGLUSTAN

5A	5B	5C	5D	5E	5F	5G

WASTE'

LE WAYANKA

Le yawe:
Wowapi Wakagapi, Unit 6, Part 1, p. 149-153.

Le ecun we:
"How's your English?," p. 154.
LENA IYUTA:
Office Work Assignments p. 155-156. and Waonspe Wowapi #24 &#25.

IGLUSTAN Waonspe Wowapi #24	

IGLUSTAN Waonspe Wowapi #25	

TOKEYA EYAYE
Le ecun we:
Inahtagye Wowapi I, Lesson 6, p. 13-14.

IGLUSTAN

6A	6B	6C*	6D	6E GWAM

WASTE

TOKEYA EYAYE
Inahtagye Wowapi I, Lesson 7, p. 15-16.

IGLUSTAN

7A	7B*	7C	7D	7E	7F	7G¢	7H*

WASTE'

LEL WAYANKA
Le yawe:
Wowapi Wakagapi Unit 8, part 1, pp. 221-230.

Lena ecun we:
p. 231 "What do you think?", p. 232 "How's your English?"

IGLUSTAN Wowapi Wakagapi	

HE HECETU

TOKEYA EYAYE
Inahtagye Wowapi I. Lesson 8, p. 17-18.

IGLUSTAN

8A	8B*	8C	8D	8E¢ GWAM

WASTE'

LEL WAYANKA:
WOWAPI WAKAGAPI, p. 233, Office Work Assignments, Waonspe Wowapi, p. 79-81.

IGLUSTAN

Waonspe Wowapi #30	

WASTE'

TOKEYA EYAYE
Le ecun we:
Inahtagye Wowapi I, Lesson 9, p. 19-20.

9A	9B*	9C	9D	9E	9F	9G¢	9H¢

WASTE'

TOKEYA EYAYE
Le ecun we:
Inahtagye Wowapi I, Lesson 10, p. 21-22.

IGLUSTAN

10A	10B*	10C GWAM	10D	10E¢	10F

WASTE'

LE YAWE:
It is your responsibility to give each visitor the "Red Carpet" treatment. Proper treatment can win a reputation for helpfulness, courtesy and service. Visitors do remember how they are received and your supervisor will appraise you on how you meet, greet, and get along with others. Patience is the necessary requirement; service is your motto.

Welcome each person entering your office with a smile and a friendly greeting. The visitor will probably judge the office by the manner of approach you use. Say, "May I help you?" If you are not near the visitor's point of entry, nod your head to acknowledge his presence and immediately join him. Never ignore the visitor or keep him waiting unnecessarily.

When a visitor with an appointment arrives, greet him properly and notify your boss. If there will be a slight delay, be sure the visitor is informed.

Many visitors do not have appointments. Treat them courteously while you tactfully find out if the boss can see them. If the visitor does not volunteer the reason for the visit, you may say, "May I tell Mr. Boss what it is you wish to see him about?"

Always make those with or without an appointment feel welcome.

If a visitor has to wait for any length of time, see that he has a comfortable chair. Offer a bit of small talk to make the caller feel relaxed. After you have seated the visitor, excuse yourself and go on with your duties.

It is your duty to escort the visitor into the office and perform the introductions. (If you know they are acquainted, you may escort the visitor into the office without making any formal introduction between the two.) When making introductions, use the boss' name first. "Mr. Boss, this is Mr. Visitor." Say the names slowly and distinctly.

There are exceptions to this rule. When introducing a congressional person or a minister of a church, use their names first. After making the proper introduction leave quickly.

Learn the names of regular visitors to your office. When a person comes into your office, study his face and then learn the name which corresponds with the face. Everyone likes to be recognized and called by his correct name.

If the visitor has the wrong office, politely tell him so. Write on a sheet of paper the number of the office and the name of the party he should see, and give him directions.

Try to avoid interrupting a conference, but if you have an understanding with your boss to interrupt for certain visitors, do so quietly and unobtrusively. Enter the room without knocking, hand your boss a note and leave, unless he signals you to wait.

Both your greeting and farewell should be accompanied with a smile. Try to use the name again. You could say, "Goodbye, Mr.______." Always be pleasant and helpful. Remember you are an ambassador representing your office.

> Work with a partner. One pretend to be the visitor and the other the receptionist. The visitors can be! pleasant, demanding, rude, dumb. The receptionist must be polite and efficient to all. Then switch roles. Receptionist duties require patience and a pleasant manner, as well as common sense.

WASTE'

TOKEYA EYAYE

Le ecun we: Inahtagye Wowapi I, Lesson 11, p. 23-24.

IGLUSTAN

11A	11B¢	11C	11E	11F	11G¢

LEL WAYANKA

Le yawe: Wowapi Wakagapi Unit 8, Part 2, p. 235-241.

Le ecun we: p. 242-243 "Office Work," orally, numbers 1,2,3.

LILA WASTE'

LE WANJI

OPTIONAL ACTIVITY

Lena ecun we:

Wowapi Wakagapi, p. 243-244. and Waonspe Wowapi #31, p. 83-84.

IGLUSTAN Waonspe Wowapi #31	

TOKEYA EYAYE

Le ecun we: Inahtagye Wowapi I, Lesson 12, p. 25-26.

IGLUSTAN

12A	12B	12C* check up	12D skill check up	12E Typing check up

IGLUSTAN

SECTION I

LILA WASTE'

SECTION 2

TOKEYA IYUTA:

Le Ecun We:

Inahtagye Wowapi I Lesson 13, p. 27-28.

IGLUSTAN

13A	13B	13C*	13D GWAM

WASTE'

LEL WAYANKA

Le yawe: we: **Wowapi Wakagapi** Unit 7, Part 1, p. 193-205.

Le ecun we: p. 205/ "Study Questions", do orally.

LE WANJI

Practice answering the phone in the office with the 6 button instrument.
Remember to keep calm, and don't forget anyone left on "Hold".

TOKEYA IYUTA:

Le Ecun We:

Inahtagye Wowapi I Lesson 14, p. 28-29.

IGLUSTAN

14A	14B*	14C*	14D GWAM

TOKEYA IYUTA:

Le Ecun We:

Inahtagye Wowapi I Lesson 15, p. 29,30,31.

IGLUSTAN

15A	15B*	15C*	15D GWAM	15E

LEL WAYANKA

Le yawe: Wowapi Wakagapi Unit 7, part 2, p. 209-219.

Le ecun we: p. 213. "Your Personal Qualities."
p. 219. "Your Personal Qualities."

TOKEYA IYUTA:
Le Ecun We:

Inahtagye Wowapi I, Lesson 16, p. 31-31.

IGLUSTAN

16A [illegible]	16B skill check up	16C	16D GWAM	16E

LILA WASTE'

LEL WAYANKA

Le yawe: Wowapi Wakagapi, Unit 6, part 2, p. 157-169.

Le ecun we: p. 171, "How's your English?"

Le Iyute:
Wowapi Wakagapi p. 172, Office Work assignment # 26
Waonspe Wowapi, p. 65.

IGLUSTAN

Waonspe Wowapi #26	

WASTE'

IKUTKUTEKA

Le ecun we: Inahtagye Wowapi I, Workbook Section (in back), p. 7. "Self Check" Questions - group 1. Check answers on p. 63' How many did you get right?

IGLUSTAN
SECTION 2

HE HECETU

SECTION 3

TOKEYA IYUTA:

Le Ecun We:
Inahtagye Wowapi I Lesson 14, p. 33-34.

IGLUSTAN

17A	17B	17C	17D*	17E GWAM

WASTE'

LE WANJI

Here's information you can use:

The United States Postal Service has suggested guidelines to speed up and improve mail sorting:

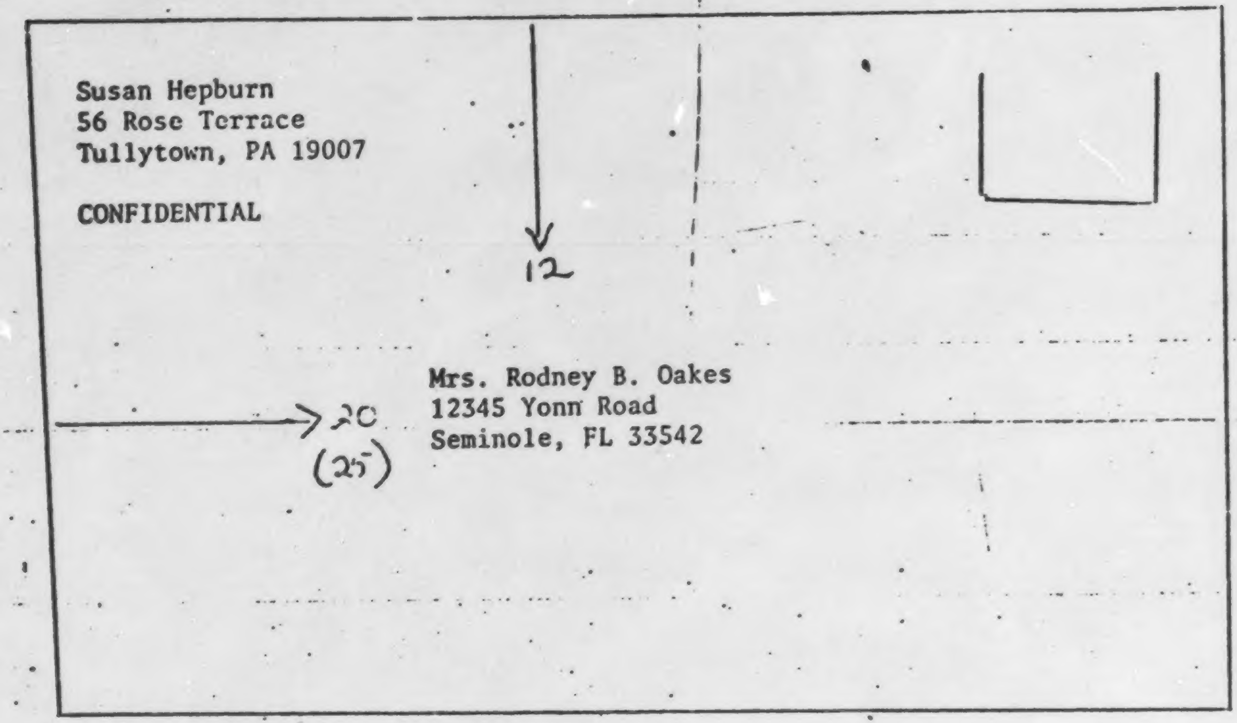
(1) Type address in block format, Capitalize everything; eliminate punctuation.

(2) Last line of address must contain city, two-letter state code and zip code, not to exceed 22 digits. (If city contains more than 13 digits use approved city code shown in abbreviations section of NATIONAL ZIP CODE DIRECTORY.)

(3) Type special mailing instructions in upper right corner immediately below meter stamp.

TWO-LETTER STATE CODES

Al	Alabama	MT	Montana
AK	Alaska	NE	Nebraska
AZ	Arizona	NV	Nevada
AR	Arkansas	NH	New Hanpshi
CA	California	NJ	New Jersey
CO	Colorado	NM	New Mexico
CT	Connecticut	NY	New York
DE	Delaware	NC	North Carol
DC	Dist. of Columbia	ND	North Dakot
FL	Florida	OH	Ohio
GA	Georgia	OK	Oklahoma
HI	Hawaii	OR	Oregon
ID	Idaho	PA	Pennsylvania
IL	Illinois	PR	Puerto Rica
IN	Indiana	RI	Rhode Island
IA	Iowa	SC	South Carol
KS	Kansas	SD	South Dakot
KY	Kentucky	TN	Tennessee
LA	Louisiana	TX	Texas
ME	Maine	UT	Utah
MD	Maryland	VT	Vermont
MA	Massachusetts	VA	Virginia
MI	Michigan	WA	Washington
MN	Minnesota	WV	West Virgin
MS	Mississippi	WI	Wisconsin
MO	Missouri	WY	Wyoming



Susan Hepburn
56 Rose Terrace
Tullytown, PA 19007

CONFIDENTIAL

Mrs. Rodney B. Oakes
12345 Yonn Road
Seminole, FL 33542

TO ADDRESS AN ENVELOPE:

FOR A RETURN ADDRESS..........
space down two lines from the top edge
space in two spaces from the left edge

FOR A SMALL BUSINESS ENVELOPE OR A POST CARD
from the top edge come down 12 lines
from the left edge come in 20 spaces (25 elite type)

FOR A LARGE BUSINESS ENVELOPE..........
from the top edge come down 14 lines
from the left edge come in 40 spaces (50 elite type)

CITY, STATE AND ZIP CODE ARE WRITTEN ON THE SAME LINE
St. Petersburg, FL 33731
Paw Paw, WV 25434
Chimacum, WA 98325
Buzzards Bay, MA 02532
Pigeonroost, KY 40976
Okoboji, IA 51355

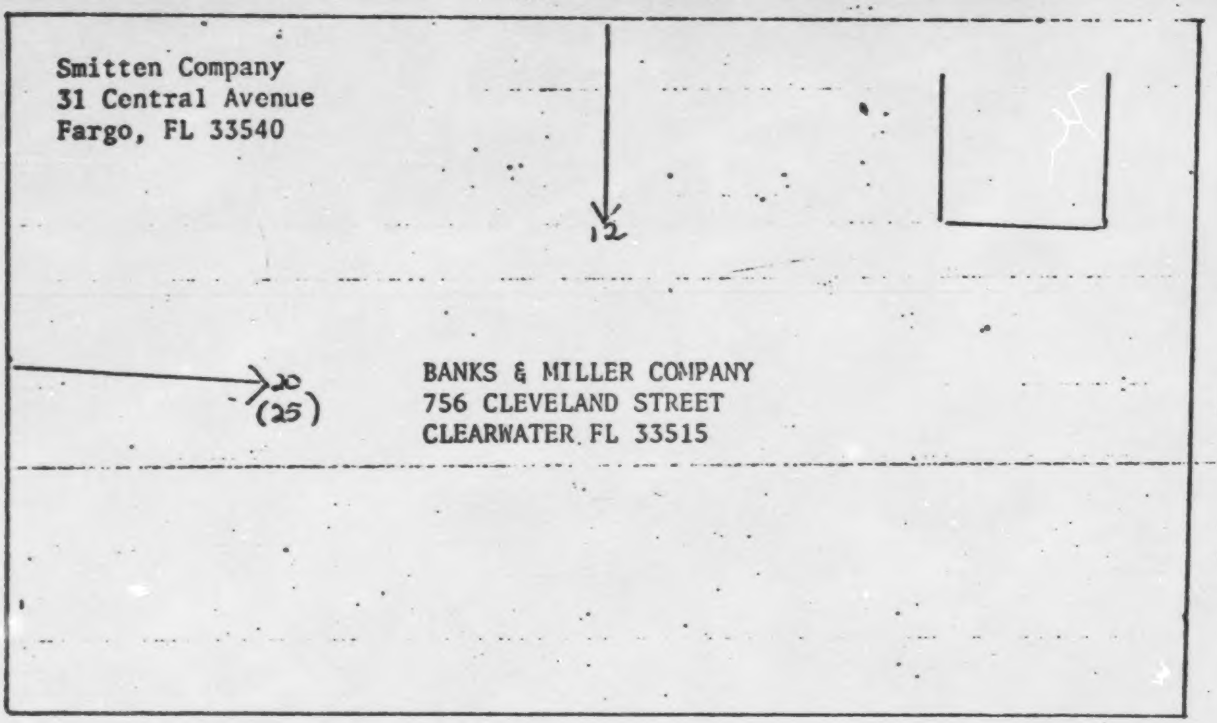
USE THE TWO-LETTER COMPUTER STATE ABBREVIATIONS
FOLLOWED BY ONE SPACE
AND THEN THE ZIP CODE..........(remember...all on one line)

SPECIAL NOTATIONS (as confidential; hold for arrival; personal)
ARE TYPED A TRIPLE SPACE BELOW THE RETURN ADDRESS...............

AN ATTENTION LINE IS TYPED BELOW THE COMPANY NAME IN THE ADDRESS

The Salt Water Taffy Company
Attention Mr. Mark Watson
4940 - 62 Avenue North
St. Petersburg, FL 33709

Clark Smith Ford Company
Attention Mr. Greg Fischer
945 U. S. Highway 19 North
Pinellas Park, FL 33565



Smitten Company
31 Central Avenue
Fargo, FL 33540

BANKS & MILLER COMPANY
756 CLEVELAND STREET
CLEARWATER FL 33515

ADRESSING AN ENVELOPE: LATEST POST OFFICE DIRECTIVE

THE MAILING ADDRESS ON THE ENVELOPE WILL BE TYPED IN ALL CAPITAL LETTERS. NO PUNCTUATION WILL BE USED. EACH HORIZONTAL LINE WILL BE LIMITED TO A MAXIMUM OF 23 STROKES. ABBREVIATE IF NECESSARY. A DIRECTORY OF CORRECT ABBREVIATIONS OF CITIES IS AVAILABLE AT YOUR LOCAL POST OFFICE.

Ask your teacher to give you three different kinds of envelopes to address.
Follow the above directions.
Check your results. ☐ ☐ ☐

IGLUSTAN

HE HECETU

TOKEYA IYUTA:
Le Ecun We:
Inahtagye Wowapi I , Lesson 18, p. 35,36.

IGLUSTAN

18A	18B	18C	18D*	18E GWAM

WASTE'

LE WANJI

Go to the office and learn how the copy machine works. Use the thermofax and the Zerox.
What particular hints do you need to remember? ☐☐

IGLUSTAN

WASTE'

Le Ecun We:
Inahtagye Wowapi I , Lesson 19, p. 36.

IGLUSTAN

19A	19B*	19C	19D	19E GWAM

WASTE'

LEL WAYANKA

Leyawe: Wowapi Wakagapi Unit 10, part 3 p. 364-370.

Le ecun we: p. 372 "How's Your English?"

IGLUSTAN ☐

LE WANJI
Ask your teacher for a ditto master and the information necessary to go with the daily bulletin. Type the master, using all attractive, neat layout. Run the dittoed copies

IGLUSTAN ☐☐

LILA WASTE'

Le Ecun We:
Inahtagye Wowapi I . Lesson 20, p. 38-39.

IGLUSTAN

20A	20B*	20C*	20D	20E	20F GWAM

WASTE'

LEL WAYANKA

Leyawe: Wowapi Wakagapi, Unit 10, Part 2 p. 344-361.

Le ecun we: p. 362, "How's Your English?"

IGLUSTAN ☐

LE WANJI

Ask your teacher for a stencil for the mimeograph machine, and type handout which needs to be reproduced. Then run the copies.

IGLUSTAN ☐☐

HE HECETU

Le ecun we:

Inahtagye Wowapi I, Lesson 21, p. 40-41.

IGLUSTAN

21A	21B	21C	21D GWAM	21F

WASTE'

LEL WAYANKA

Leyawe: Wowapi Wakagapi Unit 10, Part 4, p. 373-384.

Le ecun we: p. 385. "How's Your English?"

IGLUSTAN ☐☐

"Office work". You may go to the Little Wound School Office, or BIA or Tribal Offices in Pine Ridge. You may go as a group together or in teams of 2 or 3. Prepare your list of questions first. Summarize your results into one paragraph and type it. Hand it to the teacher.

IGLUSTAN

Questionaire ☐
Summary ☐

LILA WASTE'

LE WANJI
IKUTKUTEKA

COPYING/DUPLICATION METHODS

TEST

Directions: Match each method of copying/duplicating found in Column A with the characteristics which describe that method found in Column B.

Column A

A. Copying

B. Offset Duplicating

C. Spirit Duplicating

D. Stencil Duplicating

Column B

_____1. Direct reproduction by photographic (or similar) means

_____2. Generally used when making up to 300 copies

_____3. Generally used when making up to 300 copies

_____4. Generally used when making up to 5,000 copies

_____5. GEnerally used when making up to 50,000 copies

_____6. A duplicating process where quality is considered to be extremely high

_____7. Masters are available in a variety of colors

_____8. Uses a stencil where image must be "cut" into it

_____9. Three types of imaging possible stencil, thermal, and electronic

_____10. Duplication process based on principle that water and grease do not mix

IGLUSTAN
SECTION 3

HE HECETU

SECTION 4

LEL EYAYE
TOKEYA EYUTE
Le Ecun We:
Inahtagye Wowapi I , Lesson 22, p. 42-43.

IGLUSTAN

22A	22B	22C NOT MARKED IN BOOK	22D	22E WGAM	22F WAM

WASTE'

LEL WAYANKA

Leyawe: Wowapi Wakagapi, Unit 9, Part 1, p. 245-258.

Le ecun we: "how's your English?"

IGLUSTAN ☐

Go to the main office here or at some other location, and ask to see the different files they have. Look at one of each kind to see how they differ. Note which kinds of records or materials are kept in each one. Now return to your class area and do the same.
Name and describe as many different kinds of files as you can.

IGLUSTAN ☐☐☐

HE HECETU

TOKEYA EYUTE
Le Ecun We:
Inahtagye Wowapi I Lesson 23, p. 44-45.

IGLUSTAN

23A	23B	23C	23D	23E GWAM

WASTE'

LEL WAYANKA
Leyawe: Wowapi Wakagapi Unit 9, Part2, p. 260-275.

Le ecun we: p. 277-27 "Office Work" whenever possible, lightly underline the answers in your book.

WASTE'

TOKEYA EYUTE

Le ecun we:
Inahtagye Wowapi I , Lesson 24, p. 45-46.

IGLUSTAN

24A	24B	24C	24D	24E GWAM

LE WANJI

Le ecun we: Wowapi Wakagapi p. 278-279. "Office Work Assignments" Ask your teacher for the cards.

IGLUSTAN ☐

LILA WASTE'

TOKEYA EYUTE

Le ecun we:
Inahtagye Wowapi I .. Lesson 25 p. 47-48.

IGLUSTAN

25A	25B	25C	25D GWAM	25E

WASTE'

LEL WAYANKA

Leyawe: Wowapi Wakagapi Unit 9, Part 3 p. 280-286.

Le ecun we: p. 288. "Office Work Assignment."

IGLUSTAN ☐

WASTE'

TOKEYA EYUTE

Le ecun we:
Inahtagye Wowapi I. Lesson 26. p. 49-50.

IGLUSTAN

26A	26B	26C	26D	26E GWAM	26F

WASTE'

LE WANJI

Le ecun we: Use the Filing Kit from In basket.

IKUTKUTEKA

Le ecun we: Inahtagye Wowapi I, Workbook Section, p. 8
"Self Check Questions-Group 2. "Check answers on page 63.
How many did you get right? ☐

WASTE'

LE WANJI

Le ecun we: Use the Filing Kit from In Basket.

IKUTKUTEKA

Le ecun we: Inahtagye Wowapi I Workbook Section, p. 9-10.
Progress Check up 1.

IGLUSTAN ☐

IGLUSTAN

SECTION 4

HE HECETU

LEL EYAYE

Le ecun we:

Inahtagye Wowapi I, Lesson 27, p. 51-52.

IGLUSTAN

27A	27B*	27C	27D

WASTE'

LEL WAYANKA

Leyawe: Wowapi Wakagapi, Unit 3, part 1, p. 57-63.
Le ecun we: p. 65-66 "Office Work" Assignments #4-5-6.
Waonspe Wowapi, Assignments # 4,5,6.

IGLUSTAN

LILA WASTE'

TOKEYA EYAYE

Le ecun we:

Inahtagye Wowapi I, Lesson 28, p. 53, 54.

IGLUSTAN

28A	28B	28C	28D	28E

WASTE'

LEL WAYANKA

Le yawe: Wowapi Wakagapi, Unit 3, Part 2, p. 67-74.

Le ecun we: p. 75 "Office Work Assignments" #7,8,9.

LE IYUTA: Waonspe Wowapi, Assignments #4,5,6.

IGLUSTAN

LILA WASTE'

TOKEYA EYAYE

Le ecun we:

Inahtagye Wowapi I, Lesson 29, p. 54

IGLUSTAN

29A	29B	29C	29D	29E	29F

WASTE'

LEL WAYANKA

Le yawe: Wowapi Wakagapi , Unit 9, Part 5, p. 301-315.
Le ecun we: p. 317 "Office Work".

IGLUSTAN ☐

WASTE'

TOKEYA EYAYE

Le ecun we:

Inahtagye Wowapi I , Lesson 30, p. 56-57

IGLUSTAN

30A	30B	30C	30D	30E	30F	30G P

P means: refers to the problem in the back of the manual, workbook, p.11

WASTE'

LEL WAYANKA

Le yawe: Wowapi Wakagapi , Unit 9, Part 6, p. 318-326.
Le ecun we: p. 327 "What Do You Think?"
"Your Personal Qualities."
p. 328. "Office Work Assignments" #34.

IGLUSTAN ☐

LILA WASTE'

TOKEYA EYAYE

Le ecun we:
Inahtagye Wowapi I , Lesson 31, p. 58-59.

IGLUSTAN

31A	31B	31C	31D*	31E	

LE WANJI

Le yawe: the following information on making airline reservations.

Le ecun we: Ask your teacher to let you plan the itinerary for a trip to Washington, D.C. Write to several airlines and request schedules, then proceed from there.

IGLUSTAN ☐

WASTE'

CERTIFIED AIR CARRIERS' ABBREVIATIONS. (For those most frequently used by the B.I.A.):

American Airlines	AA
Braniff International Airways	BN
Cochise	DP
Continental Airlines	CO
Delta Airlines	DL
Frontier Airlines	FL
Hawaiian Airlines	HA
Hughes Airwest	RW
North Central Airlines	NC
Pan American World Airways	PA
Trans World Airlines	TW
United Airlines	UA
Western Airlines	WA

AIRLINES RESERVATIONS. When making airline reservations, it is helpful if you have as much information as possible readily at hand concerning the traveler's schedule before calling the ticket desk. The information needed by the airline reservation desk is:

1. Name of traveler and his organization
2. Business and home telephone numbers
3. Cities to be visited, dates of arrival and departure from each, and the earliest time of day he can leave each
4. Class and type of travel accommodations
5. Stopovers

Schedules of various airlines should be available in your office. If requested to do so, the airlines will send new schedules as they are issued These schedules give details on the service available and each flight listed and the days of the week on which flights are scheduled.

Time from midnight to noon is printed in light type. Time from noon to midnight is printed in dark type. The times given are those in effect in the cities listed. The OFFICIAL AIRLINE GUIDE lists the cities in the

AIRLINE RESERVATIONS (continued).

United States, its possessions, and in Canada that have airports. It also lists the airlines serving each airport, giving complete schedules for each airline, information about minimum connecting times. ground information, fares, etc. A new guide is issued each month with semi-monthly updates.

Please note that, when making airline reservations, you may purchase your ticket from and issue the GTR to any airline that provides transportation for any part of your trip. It is not mandatory to purchase ticket from the airline that originates the travel.

Reservations are rapidly confirmed because data on available space are processed electronically. If space is not available on a particular flight, you can request the traveler's name to be put on a waiting list; or if he cannot get the flight he prefers, you can ask the airline to get him a seat on a different airline.

If the traveler wants to change his flight reservation from the first point of departure after it has been confirmed, tell the clerk at the airline office whether the reservations for other flights on his itinerary are to remain unchanged. Otherwise, they will be cancelled.

The agent scheduling a passenger on a connecting flight must allow at least 30 minutes between arrival of the incoming plane and the departure of the connecting one. That requirement protects the passenger by assuring that he can make his connections if the incoming flight is delayed.

A sample itinerary form is shown below which can be made up in your office. When reservations have been confirmed, fill out a form like this and give to each traveler. Make a copy for his travel folder for reference.

RESERVATIONS made and confirmed for:

____
with ______________________________

Date: ________ Flight Nos.:
Lv ________ ____M ________
Arr ________ ____M ________
Date: ________ Flight Nos.:
Lv ________ ____M ________
Arr ________ ____M ________
Date: ________ Flight Nos.:
Lv ________ ____M ________
Arr ________ ____M ________

Room Reservation: ________________
Check-in Time: ________________
GSA Or Rental Car: ________________
Other: ________________
____
____

TOKEYA EYAYE

Le ecun we:

Inahtagye Wowapi I Lesson 32, p. 60-61.

IGLUSTAN

32A	32B*	32C GWAM	32D	

WASTE'

IGLUSTAN
SECTION 5

HE HECETU

SECTION 6

TOKEYA EYAYE

Le ecun we:

Inahtawye Wowapi I, lesson 83, p. 62-62.

IGLUSTAN

33A	33B*	33C	33D	33E

WASTE'

LE WANJI

Le yawe: the following information on responsibilities when conferences are planned.

Conferences may range from small staff meetings to formal assemblies of a hundred or more participants. Very often larger groups have to be accommodated at outside locations. Arrangements for such conferences are usually made with a particular hotel or motel by a conference coordinator or secreatry.

The Phoenix Area Office has one large conference area at the west end of the fourth floor which can be divided into four smaller rooms (A,B,C, and D) by partitioning with movable walls. Reservations for all or any portion of this conference area must be made at least five days, if possible, prior to the scheduled meeting date. Call Office Services, Ext. 4158, for reservations. Follow up your telephone request with a memorandum.

Sample illustrates a "preprinted" memorandum for requesting a conference room.

The reservation request should include: (1) name of the coordinator of the meeting; (2) the date and hours of the meeting; (4) number of people expected to attend; and (5) use of the sound equipment, if needed, with explicit information on your needs.

The meeting coordinator shall provide any supplies and other equipment needed, such as projectors, screens, visual aids, paper, pencils, etc. It is the coordinator's responsibility to set up the tables and chairs. It is also his responsibility to leave the room neat and orderly after the meeting.

The meeting coordinator usually prepares an AGENDA (also called the order of business or the calendar)--a list of topics to be covered in the conference An agenda may or may not include the names of participants. (See sample).

A PROGRAM is ususlly made up for a formal conference and is much more complete than an agenda. It lists the exact order in which speakers or panels are to appear, names of participants, topics, date and time of each presentation. (See Sample).

Type draft agendas and programs on green paper and the final on white paper. Always date each draft. The final will be typed or printed according to the coordinator's instructions.

Furnish two copies to the Director's Secretary. Also include a list of the names of the participants.

The office scheduling the meeting will be responsible to handle telephone calls for participants.

Be sure outside participants understand that the parking area using the parking garage.

Sample Memorandum Form
For Use in Requesting Conference Room

UNITED STATES GOVERNMENT

MEMORANDUM

TO : Office Services, PAO DATE:

FROM :

SUBJECT: Request Use of Conference Room(s)

Branch/Organization:

Date(s) requested:

Hours:

Number of people in attendance:

Name of person coordinating the meetin/workshop

Office Services will detach this portion

Memorandum

To: Date:

From: Office Services, PAO

Subject: Conference Room(s) Confirmation

Branch/Organization:

Date(s) and Hours Requested:

Conference Room(s) Assigned:

cc:
Area Director's Office

SAMPLE AGENDA FOR A CONFERENCE
HELD AT PHOENIX AREA OFFICE

SCHOOL ADMINISTRATORS' CONFERENCE
PHOENIS AREA OFFICE
Conference Room - 4th Floor
3030 n. central Avenue
Phoenix, Arizona

May 27-28, 1977

AGENDA

Welcome and Announcements

Purpose of Conference

Mission of Phoenix Area Schools

Privacy Act

Enrollment Criteria in Federal Boarding Schools

Higher Education Program

BIA Funding of Education Programs and Travel

School Construction

Curriculum in BIA Schools

Contact: (Insert name and title)
(602) 261-4101, Phoenix Area Office

Sample Program for a Conference
Held Outside the Phoenix Area Office

HIGHER EDUCATION CONFERENCE
Granada Royale
1635 N. Scottsdale Road
Tempe, Arizona
Tel: 947-3711
May 27-29, 1977

Be sure name
address and
telephone no.
of motel/hote
are on progra
or agenda

May 27, 1977

8:30 a.m.	Welcome and Announcements	(Insert name and title)
9:00 a.m.	Purpose of Conference	" "
10:00 a.m.	Mission of Administrative Services in the Phoenix Area in terms of Higher Education Programs	" "
12:00 Noon	Lunch	
1:30 p.m.	Basic Education Opportunity	" "
$:00 P.M.	Adjourment	-

May 28, 1977

8:30 a.m.	Higher Education Applications	" "
10:00 a.m.	BIA Funding of Indian Students	" "
12:00 Noon	Lunch	
1:30 p.m.	College Funding of BIA Students	" "
4:00 p.m.	Adjournment	

May 29, 1977

8:30 a.m.	Other Funding for Indian Students	" "
10:30 a.m.	Different College Programs	" "
1:00 p.m.	Lunch/Adjournment	

CONTACT:
(Insert name and title)
Phoenix Area Office, Division of Education
Phoenis, Arizona, Tel: (602) 261-6721

TOKEYA EYAYE

Le ecun we:

Plan a conference to be held at the Dome, for the School Board members, Administrators of the Little Wound School, and Parents in the Community.

The speaker will be Senator George McGovern whose subject will be "Indian Education". The Chairman of the School Board will speak on "School Responsibilities", and the Parent Advisory Committee spokesperson will talk on "Family Involvement". Lunch will be served in the Library at 12:30.

Type up a Request Memo for the Dome, an agenda, and a program.

IGLUSTAN ☐ ☐ ☐

LILA WASTE'

TOKEYA EYAYE

Le ecun we:

Inahtagye Wowapi I, Lesson 34, p. 64-65-66.

IGLUSTAN

34A	34B*	34C Ⓟ p. 13	34D Ⓟ p. 15	34E

Ⓟ: Workbook, Back of book.

WASTE'

LE WANJI:

Le ecun we: Here are two forms, a purchase request and a purchase order. Ask your teacher to give you the name of a vendor and a list of items, which the school wishes to order. Type up the forms in appropriate way. Show to your teacher, and if approved, deliver or mail to proper person.

IGLUSTAN ☐ ☐

LILA WASTE'

PURCHASE ORDER
AND
CLAIM VOUCHER

LITTLE WOUND SCHOOL
Kyle, South Dakota 57752
phone (605) 455-2461

OFFICE USE ONLY
Check No ________
Date Paid ________

RETURN WHITE COPY

Federal Tax Exempt No-46-6040216

VENDOR:

DELIVERED TO:

P.O. No. ________

Ord. Date ______

Show this Purchase Or
No. on Invoice and on
outside of each pack-
age and carton.

DATE ISSUED	DELIVERY DATE CANCEL IF NOT REC. BY

INSTRUCTION TO VENDORS:

If shipment cannot be made as requested, vendors will please notify us at once. NO BACK ORDERS WILL BE ACCEPTED Ship BEST and CHEAPEST WAY. (Do not use Railway Express. All transportation charges, if any, are to be prepaid and added to the invoice.

Authorized by:

signature

Name:

Title:

QUANTITY Ord'r'd-shipped	Catalog No.	DESCRIPTION	Unit Cost	Total Cost	Adj. Co

M.A.	Fund	Op. Unit	Function	Object	Amount

states sales tax	Exem
Fed. Exc Tax	Exem
Transportation	
TOTAL CHARGES	

CLAIMANT VERIFICATION IF VOUCHER IS FOR PERSONAL SERVICE OR
EXPENDITURES OTHER THAN PAYROLL UNDER A CONTRACTED PRICE

I declare an affirm under the penalities of perjury that this claim has been examined by me, a to the best of my knowledge and belief, is in all things true and correct. I further certify that the above services were rendered, or that the above listed materials were received in an acceptable condition, and that the above claim is hereby approved for payment.

Date ______________________, 19________ Signed ______________________________

(Superintendent, Clerk or other Authorized Agent)

NAME____________________ (BI-WEEKLY PEPORT CARD) For the Period__________through______

Work Process	Hrs Acc	Mon	Tue	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	TOTAL
Miscellaneous												
Layout												
Form Building												
Rough Framing												
Outside Finishing												
Inside Finishing												
Care & Use of Tools & Materials												
Welding												
Insulation & Resilence Materials												
Acoustics & Drywall												
Electricity Basics												
Plumbing Basics												
Masonry Basics												
Painting & Refinishing Interior-Exterior												
Classroom												
Hardware												

BILINGUAL BUILDING TRADES TRAINING PROJECT
LITTLE WOUND SCHOOL

GROUNDRULES

1. Trainees will work Monday through Friday from 9:00 until 4:00.

2. Stipends at $2.30 per hour will be paid on the same days that the school employees are paid. You will be paid every two weeks.

3. Should you be required to drive you car during the day you will be reimbursed at the rate of 15 cents per mile. You cannot be reimbursed fro travel to and from work.

4. Marlene Brave Heart will work with you to help solve personal problems that come up during the year. If you have problems with baby sitters, the welfare, or whatever please let her know before the problems prevent you from coming to work.

5. Should termination become necessary the following procedure will be followed: 1) verbal reprimand by the director. 2) written reprimand by the director and counseling. 3) written notice of termination.

   Sould you feel that you have not been treated fairly, you may appeal the decision to the Little Wound School Board.

6. We will use the Little Wound School Calendar and holidays will be the same as those of the school.

PLEASE REMEMBER

IT IS TO YOUR BENEFIT TO STAY IN THE PROGRAM FOR THE FULL YEAR

YOU MUST BE ON TIME IN THE MORNING AND RETURN FROM LUNCH RIGHT AT 1:00

IF YOU ARE HAVING PROBLEMS GETTING TO WORK PLEASE LET US KNOW SO THAT WE CAN HELP YOU WORK THEM OUT

THIS IS A VERY SMALL PROGRAM AND WE HAVE A LONG WAITING LIST OF PEOPLE THAT WOULD LIKE TO BE TRAINED. PLEASE DO NOT WASTE YOUR TIME OR OUR TIME BY BEING UNRELIABLE!

A THEORY OF SIOUX POST-SECONDARY EDUCATION

Philip D. Roos

This theory concerns education between the high school diploma (or GED) and the Associate Degree or a similar amount of training in vocational education. This theory is intended not just for the Oglalas of Pine Ridge Reservation, but for the reservation Sioux generally, for they seem similar enough in these respects.

Perhaps "theory" is too grandiose a term. A proper theory would be based on more library research and more field data. I hope that a grant can be obtained to test the theory and revise it on the basis of proper research.

A theory properly starts with assumptions. Most of what I assume is fairly commonsensical, which does not make it correct. (1) In culture contact between a larger, stronger society and a smaller, weaker one, influence flows predominantly from the former to the later. (2) Values absorbed by the weaker culture from the stronger come most easily in technological areas and with the most difficulty in religious areas. (3) Values are absorbed piecemeal; *i.e.*, in the stronger culture, any particular value is found in a *value* complex; a large group of interrelated values with associated beliefs and practices. However, transmitted values are often shaken loose from their original complexes and become integrated into the values of the smaller culture in ways which, to members of the larger culture, appear strange or peculiar. (4) Therefore, in order to understand the ways in which dominant cultural values actually operate in a subordinate culture, we must look at *value linkages*. Value linkages are the means-ends (or other relationships) between those values which are closely associated in a value complex.

Given these assumptions, let us look at three specific White American values, and their linkages. The values are: education, occupational careers, and consumption of material goods. In White society education, while valued for itself to some extent, is more valued as a means to a future occupational career (*i.e.*, relatively well-paying and satisfying work, with perhaps increasing pay and responsibility as the individual progresses in a particular line of work). Both education and work are also valued for the resources (money) they bring, directly or indirectly. This leads to some sort of 'life style', including the consumption of some of the incredible array of goods and services offered to Americans of all hues.

Even with the over-simplification of the preceding paragraph, most middle-class White people would have some area of agreement with it. But the Sioux situation is quite different. Even before their final conquest by the Whites, Sioux were subject to missionary influences which included an emphasis on education. This was re-inforced by the Federal government, first by the

Department of the Army, later by the Bureau of Indian Affairs which adopted a military model of education. A result, according to both Wax, Wax and Dumont, and Kaplan, Gans and Kahn, among others, is a general Sioux value on education. Education is seen as a good thing *in itself.* It is not seen making a person "better" in any moral or material sense. Nor is it seen as a means to a career.

Sioux, like other Americans, are exposed to the media. In advertising and non-advertising content, the media (most dramatically, but not exclusively, TV) advocate a high consumption life style. The Sioux accept this value whole-heartedly and consume to (or beyond) the limit of their resources. In middle-class society, the emphasis on present consumption is usually tempered by a desire to defer certain kinds of consumption for the future. Goods and services such as college educations for the children, home ownership, retirement, and major purchases (*e.g.*, a car) may be saved for. In the historical societies preceding contemporary middle class America, thrift was even more valued than it is today.

Contrast the Sioux society of 150 years ago. Thrift was devalued. Generosity was the road to prestige. Indeed, thrift makes no sense in a society where food cannot be preserved and possessions have to be limited to what can be carried around. The greatest form of wealth -- horses -- could, of course, be accumulated, a few did so. But strongly-enforced values led people to give away their most treasured possessions (horses) and re-accumulate them through return gifts and theft from other tribes or Whites.

In the Reservation period, thrift has scarcely made more sense to the Sioux than it did before. The value placed on generosity survived and, in some ways, became stronger. Goods received from the Federal Government were liable to spoilage, theft or repossession. Certain essentials (food, shelter, medical care) were (and are) furnished -- often of niggardly quantity and poor quality, to be sure – by the Government as treaty entitlements. Cash, which has been saved for long-term or capital goods, was spent on children (another strong Sioux value), on self, or given away.

Similarly, the notion of a career (*i.e.*, a moderately systematic progression of positions in a particular line of work), did not make sense before the Reservation period, nor does it today. Before the Reservation period, almost every man was a hunter and warrior. (For those psychologically incapable of being a warrior, there were two deviant roles: *winkte* and *heyoka*). Some men were better hunters or warriors than others and they acquired *non-material* honors such as prestige and leadership. In the reservation period war, and increasingly, hunting, became impossible means to a livelihood. People worked, if work was available and they were willing; or they didn't work. Education, for most people on the reservation, simply lacked relevance to the world of work.

It is no wonder that the link value of the White middle class society (education *leads to* work *leads to* consumption) did not develop spontaneously; and, since linking values are apparently not perceived as values in their own right in White society, there was much less emphasis on teaching them.

The above does not apply *without exception*. A few Indians have gotten college educations. Some of these have, indeed, stayed in one line of work for a substantial number of years. Sometimes it was what they had trained or started in, sometimes politics. Again, this is much like White society, but the proportions are rather different. In White society, politicians are predominantly lawyers. (Not so incidentally, this is not as true in British and Canadian societies which are, in so many respects, similar to us.) This is not universally true, of course. Governor of Indiana, Otis Bowen, is a medical doctor; some politicians (*e.g.*, George McGovern, Mike Mansfield, Henry Kissinger, James Schlesinger) earned Ph.D.'s Indeed, the 1978 Texas senatorial race was between two former college professors. However, only a small minority of lawyers, engineers, physicians and college professors go into politics. At Pine Ridge Reservation, a substantial portion of those with college degrees are in politics. This reflects both the smaller portion of the reservation population with college degrees and the larger portion of the reservation devoted to politics.

Now if the reader can accept all of the above, at least tenatively, I would like to introduce another proposition which may be harder to swallow. I submit that the value placed on *education as its own end* has either changed in the last decade, or was looked at in too limited a context by previous students. Let us look at the second alternative first. The scholars who decided that education was an end in itself could look only at two kinds of Indians: The many who received some schooling at the elementary and (perhaps) secondary level, and the few who received some college. There were, on the reservation, few who *they recognized as receiving* vocational post-secondary education. The many did not seem to "use" their education for anything; the few were among the leaders of the tribe.

In the past decade, however, two changes have taken place. First, under various Federal programs, a substantial number of Sioux have received junior college educations. Second, the military draft has ended. The people who received junior college educations. Second, the military draft has ended. The people who received junior college educations have become employed in numerous capacities in the schools (as aides) and in tribal and BIA offices. In the two schools now under contract to Indian School Boards (Little Wound and Loneman), the aides are being upgraded into teachers -- first at the elementary level -- while their degrees are being upgraded to the bachelor's level. What appears to have occured is skill gap; there are few people now available to be classroom aides.

Let us now consider the military. When there was a draft, and particularly when there was a war, Sioux men served in large numbers. (Patriotism is another American value enthusiastically adopted by the Sioux.) Being a warrior (fighting soldier) has always been a strong value. But the military also gave training. A lot of men came back with some skill as mechanics, welders, heavy equipment operators, and the like. A number of men excelled in the military, earning promotions and/or decorations. The army seems to have trained for leadership as well as auto mechanics. Upon their return, these veterans were hired into a variety of jobs.

Now, the graduates of the first year's bilingual vocational training program have been working at a variety of jobs, not just at carpentry. This seemed strange to me. So I submit an explanation which, admittedly, does not appeal to common sense. I suspect that post-secondary education (as the term is here used) is not just an end in itself; it is perceived as a general education, with scant regard for content.

The term "general education" is here used in the sense intended by educational philosophers (*e.g.*, Sidney Hook). Hook argued that undergraduate education should prepare the student for all

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kinds of work, not a particular [illegible] of work. Hook also advocated a specific kind of contents for general education. The Indians (without reading Hook, of course), have adopted the first part of his recommendation.

The successful completion, or even partial completion, of *any* post-secondary program whatever, be it technical, vocational, or academic, enables the individual to find employment more easily in whatever kind of work is available. Education between the high school diploma (or G.E.D.) and the Associate Degree (or equivalent amount of vocational-technical training) is regarded, by the people of the reservation, as *completely general*, preparing the person for work, in general, not for a particular line of work.

This should seem strange to a White person, middle class or otherwise. But it makes a considerable amount of sense on Pine Ridge, where the politically charged atmosphere, and ephemeral Federal programs, make most jobs short-term; where there is a lack of skilled people and a lack of private sector jobs; and, most interestingly, a high degree of sex role stereotyping. On the basis of this last factor, I was concerned that women taking carpentry would not be able to find work as carpenters. I was unprepared for the possibility that they might secure other employment, if they desired. However, from the present short time perspective, that seems to have happened.

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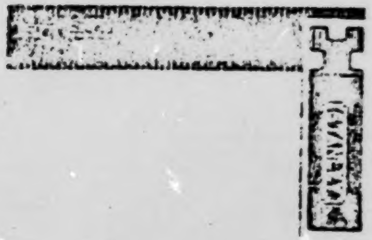
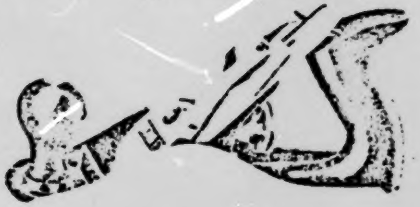
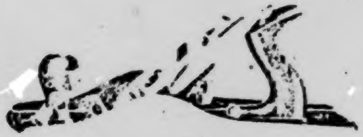


WIYUTĒ CÍKẢLA — 6IN. TRY SQUARE
WIYUTĒ TANKA — 12IN. TRY SQUARE

WIKA ZO — MARKING GAUGE



CANIPAJ̇IPE CÍKẢLA — BENCH PLANE



CANIPAJ̇IPE TANKA — JACK PLANE

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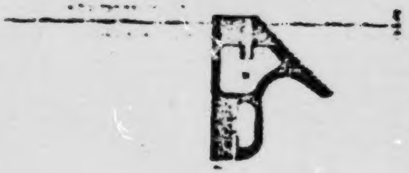
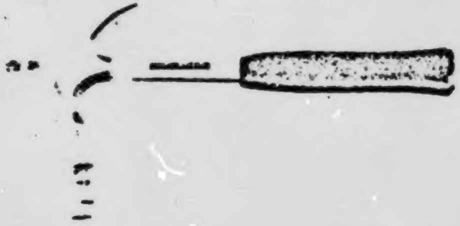
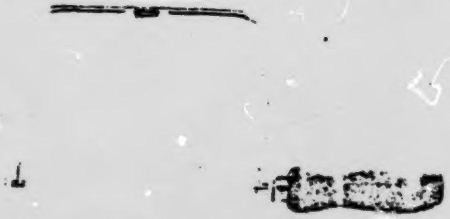


WI YU TĒ – COMBINATION SQUARE



MAZ I YAP̆E TKE – 16OZ. HAMMER

MAZ I YAP̆E CÍKẢLA – 7OZ. HAMMER



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Data Sheets on Project Graduates

BILINGUAL VOCATIONAL EDUCATION PROJECT
LITTLE WOUND SCHOOL
Kyle, SD 57752

Training Record – Carpentry

Name: *Joseph Broken Rope*
Address: *General Deliver – Kyle, SD 57752*
Age: *22* **Marital Status:** *Single*
Education: *GED – 6 College hours*
Months in Training Program:
Five and a half months

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Breakdown of Experience:

Area	Hours
Miscellaneous	21
Layout	55
Form Building	0
Rough Framing	0
Outside Finishing	24
Inside Finishing	45
Care & Use of Tools & Materials	0
Welding	0
Insulation & Resilence Materials	0
Acoustics & Drywall	42
Electricity Basics	0
Plumbing Basics	0
Masonry Basics	0
Painting & Refinishing Interior-Exterior	0
Classroom	83
Hardware	6

Areas of Special Skill:

Framing, sheetrocking, locks, finish painting suspended ceilings and ceilings.

Comments:

Outstanding person with good personality. Very easy to work with and learns quickly, although only in our program five months, Joe has picked up many new skills.

If you are interested in hiring this person contact Marilyn Zephier at Little Wound School, Bilingual Vocational Education Project, Kyle, SD 57752, 455-2461, extension 15.

BILINGUAL VOCATIONAL EDUCATION PROJECT
LITTLE WOUND SCHOOL
Kyle, SD 57752

Training Record – Carpentry

Name: *Marvin Apple*
Address: *Box 29 – Kyle, SD 57752*
Age: *21* **Marital Status:** *Single*
Education: *One year of College.*
Months in Training Program:

Twelve Months

Breakdown of Experience:

Area	Hours
Miscellaneous	87
Layout	27
Form Building	3
Rough Framing	13
Outside Finishing	62
Inside Finishing	425½
Care & Use of Tools & Materials	5
Welding	1
Insulation & Resilence Materials	13½
Acoustics & Drywall	75
Electricity Basics	0
Plumbing Basics	0
Masonry Basics	15½
Painting & Refinishing Interior-Exterior	39
Classroom	236½
Hardware	0

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Areas of Special Skill:

Ceilings, floorings painting paneling, drywall, locks & hardware, glass, finishing and trim.

Comments:

Most outstanding trainee in the program. Qualities include: craftsmanship, willingness to learn, high skill level and reliability. Recommended VERY highly.

If you are interested in hiring this person contact Marilyn Zephier at Little Wound School, Bilingual Vocational Education Project, Kyle, SD 57752, 455-2461, extension 15.

BILINGUAL VOCATIONAL EDUCATION PROJECT
LITTLE WOUND SCHOOL
Kyle, SD 57752

Training Record – Carpentry

Name: *Joseph Charging Crow*
Address: *Box 5 – Kyle, SD 57752*
Age: *28* **Marital Status:** *Married*
Education: *GED – 6 College Hours*
Months in Training Program:

Twelve Months

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Breakdown of Experience:

Area	Hours
Miscellaneous	*123½*
Layout	*7*
Form Building	*0*
Rough Framing	*70*
Outside Finishing	*28½*
Inside Finishing	*262*
Care & Use of Tools & Materials	*3½*
Welding	*0*
Insulation & Resilence Materials	*5*
Acoustics & Drywall	*61½*
Electricity Basics	*0*
Plumbing Basics	*0*
Masonry Basics	*12*
Painting & Refinishing Interior-Exterior	*8*
Classroom	*173½*
Hardware	*0*

Areas of Special Skill.

Framing, sheetrocking, locks, trim, painting, flooring and roofing.

Comments:

Joe is older and more mature than the other trainees. He is reliable, neat, and will make a good carpenter.

If you are interested in hiring this person contact Marilyn Zephier at Little Wound School, Bilingual Vocational Education Project, Kyle, SD 57752, 455-2461, extension 15.

BILINGUAL VOCATIONAL EDUCATION PROJECT
LITTLE WOUND SCHOOL
Kyle, SD 57752

Training Record — Carpentry

Name: *Leon War Bonnett*
Address: *Box 130 – Kyle, SD 57752*
Age: *20* **Marital Status:** *Married*
Education: *GED – 6 College Hours*
Months in Training Program:
Ten Months

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Breakdown of Experience:

Area	Hours
Miscellaneous	*79*
Layout	*76*
Form Building	*0*
Rough Framing	*31*
Outside Finishing	*32*
Inside Finishing	*209*
Care & Use of Tools & Materials	*0*
Welding	*0*
Insulation & Resilence Materials	*0*
Acoustics & Drywall	*31½*
Electricity Basics	*3*
Plumbing Basics	*0*
Masonry Basics	*16*
Painting & Refinishing Interior-Exterior	*30*
Classroom	*285*
Hardware	*0*

Areas of Special Skill:

Sheetrocking, painting, framing.

Comments:

Leon is reliable, he rarely misses work his skills are in the area of rough carpentry and he needs moderate supervision.

If you are interested in hiring this person contact Marilyn Zephier at Little Wound School, Bilingual Vocational Education Project, Kyle, SD 57752, 455-2461, extension 15.

BILINGUAL VOCATIONAL EDUCATION PROJECT
LITTLE WOUND SCHOOL
Kyle, SD 57752

Training Record -- Carpentry

Name: *Timothy Bull Bear*
Address: *General Delivery – Kyle, SD 57752*
Age: *28* **Marital Status:** *Divorced*
Education: *GED – 6 College Hours*
Months in Training Program: *Twelve Months*

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Breakdown of Experience:

Area	Hours
Miscellaneous	132
Layout	0
Form Building	0
Rough Framing	67
Outside Finishing	34½
Inside Finishing	146½
Care & Use of Tools & Materials	1½
Welding	0
Insulation & Resilence Materials	5
Acoustics & Drywall	25
Electricity Basics	0
Plumbing Basics	0
Masonry Basics	0
Painting & Refinishing Interior-Exterior	24
Classroom	232½
Hardware	0

Areas of Special Skill:

Sheetrock, hardware and doors framing, flooring, decking.

Comments:

Tim is skillful and tries hard for those he likes.

If you are interested in hiring this person contact Marilyn Zephier at Little Wound School, Bilingual Vocational Education Project, Kyle, SD 57752, 455-2461, extension 15.

BILINGUAL VOCATIONAL EDUCATION PROJECT
LITTLE WOUND SCHOOL
Kyle, SD 57752

Training Record – Carpentry

Name: *Marlene Brave Heart*
Address: *General Deliver – Kyle, SD 57752*
Age: *20* **Marital Status:** *Single*
Education: *GED – 6 College Hours*
Months in Training Program:
Twelve Months

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Breakdown of Experience:

Area	Hours
Miscellaneous	*185*
Layout	*66*
Form Building	*3*
Rough Framing	*0*
Outside Finishing	*0*
Inside Finishing	*91*
Care & Use of Tools & Materials	*0*
Welding	*0*
Insulation & Resilence Materials	*0*
Acoustics & Drywall	*3*
Electricity Basics	*7*
Plumbing Basics	*0*
Masonry Basics	*0*
Painting & Refinishing Interior-Exterior	*207*
Classroom	*235*
Hardware	*6*

Areas of Special Skill.

Painting hardware sheetrock & tape, form work.

Comments:

Marlene received our award for outstanding work. She is reliable, hard working, and needs little supervision. She excells in inside finishing.

If you are interested in hiring this person contact Marilyn Zephier at Little Wound School, Bilingual Vocational Education Project, Kyle, SD 57752, 455-2461, extension 15.

BILINGUAL VOCATIONAL EDUCATION PROJECT
LITTLE WOUND SCHOOL
Kyle, SD 57752

Training Record – Carpentry

Name: *Faron Old Horse*
Address: *Box 101 – Kyle, SD 57752*
Age: *25* **Marital Status:** *Married*
Education: *Completed 11th Grade*
Months in Training Program:

Twelve Months

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Breakdown of Experience:

Area	Hours
Miscellaneous	*131*
Layout	*3*
Form Building	*9*
Rough Framing	*36*
Outside Finishing	*42*
Inside Finishing	*111*
Care & Use of Tools & Materials	*23*
Welding	*0*
Insulation & Resilence Materials	*40*
Acoustics & Drywall	*11*
Electricity Basics	*2*
Plumbing Basics	*4*
Masonry Basics	*40*
Painting & Refinishing Interior-Exterior	*22*
Classroom	*215*
Hardware	*0*

Areas of Special Skill:

Sheetrocking, painting, hardware, form work.

Comments:

Faron likes outside work and is good at it. He is sensitive and needs encouragement but tries to his best for people he likes.

If you are interested in hiring this person contact Marilyn Zephier at Little Wound School, Bilingual Vocational Education Project, Kyle, SD 57752, 455-2461, extension 15.

BILINGUAL VOCATIONAL EDUCATION PROJECT
LITTLE WOUND SCHOOL
Kyle, SD 57752

Training Record – Carpentry

Name: *William Two Crow*
Address: *General Delivery – Kyle, SD 57752*
Age: *25* **Marital Status:** *Married*
Education: *High School Diploma*
Months in Training Program:
Six Months

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Breakdown of Experience:

Area	Hours
Miscellaneous	*28*
Layout	*8*
Form Building	*0*
Rough Framing	*8*
Outside Finishing	*24*
Inside Finishing	*177*
Care & Use of Tools & Materials	*0*
Welding	*0*
Insulation & Resilence Materials	*0*
Acoustics & Drywall	*8½*
Electricity Basics	*0*
Plumbing Basics	*0*
Masonry Basics	*0*
Painting & Refinishing Interior-Exterior	*55½*
Classroom	*234*
Hardware	*0*

Areas of Special Skill:

Sheetrocking, painting, concrete and tying steel, form work and fencing.

Comments:

William has a good sense of humor and works hard. He likes rough carpentry and should make a good worker if supervised properly.

If you are interested in hiring this person contact Marilyn Zephier at Little Wound School, Bilingual Vocational Education Project, Kyle, SD 57752, 455-2461, extension 15.

BILINGUAL VOCATIONAL EDUCATION PROJECT
LITTLE WOUND SCHOOL
Kyle, SD 57752

Training Record – Carpentry

Name: *Harold Top Bear*
Address: *General Delivery – Kyle, SD 57752*
Age: *20* **Marital Status:** *Single*
Education: *High School Diploma – 6 College Hours*
Months in Training Program:

Twelve Months

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Breakdown of Experience:

Area	Hours
Miscellaneous	*115*
Layout	*12*
Form Building	*7*
Rough Framing	*21*
Outside Finishing	*46*
Inside Finishing	*235*
Care & Use of Tools & Materials	*5*
Welding	*0*
Insulation & Resilence Materials	*10½*
Acoustics & Drywall	*17*
Electricity Basics	*0*
Plumbing Basics	*0*
Masonry Basics	*9*
Painting & Refinishing Interior-Exterior	*45*
Classroom	*172½*
Hardware	*13½*

Areas of Special Skill:

Sheetrock and tape painting hardware and locks, framing and flooring.

Comments:

Harold needs moderate supervision, although he knows his skills and is very intelligent. He should make a good tradesman.

If you are interested in hiring this person contact Marilyn Zephier at Little Wound School, Bilingual Vocational Education Project, Kyle, SD 57752, 455-2461, extension 15.

BILINGUAL VOCATIONAL EDUCATION PROJECT
LITTLE WOUND SCHOOL
Kyle, SD 57752

Training Record – Carpentry

Name: *Darlene Black Bear*
Address: *General Delivery – Kyle, SD 57752*
Age: *37* **Marital Status:** *Married*
Education: *High School Diploma – 6 College Hours*
Months in Training Program:
Twelve Months

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Breakdown of Experience:

Area	Hours
Miscellaneous	*115*
Layout	*92*
Form Building	*0*
Rough Framing	*0*
Outside Finishing	*4*
Inside Finishing	*121*
Care & Use of Tools & Materials	*6½*
Welding	*0*
Insulation & Resilence Materials	*3*
Acoustics & Drywall	*5*
Electricity Basics	*1*
Plumbing Basics	*0*
Masonry Basics	*13½*
Painting & Refinishing Interior-Exterior	*196*
Classroom	*227*
Hardware	*6*

Areas of Special Skill:

Painting and Hardware.

Comments:

Reliable, good . steady worker who rarely misses work. Darlene if given a job, carries through until it is completed

If you are interested in hiring this person contact Marilyn Zephier at Little Wound School, Bilingual Vocational Education Project, Kyle, SD 57752, 455-2461, extension 15.

BILINGUAL VOCATIONAL EDUCATION PROJECT
LITTLE WOUND SCHOOL
Kyle, SD 57752

Training Record – Carpentry

Name: *Larry Bull Bear*
Address: *General Deliver – Kyle, SD 57752*
Age: *19* **Marital Status:** *Single*
Education: *High School Diplama – 6 College Hours*
Months in Training Program:

Twelve Months

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Breakdown of Experience:

Area	Hours
Miscellaneous	116½
Layout	22
Form Building	6
Rough Framing	50
Outside Finishing	88
Inside Finishing	237½
Care & Use of Tools & Materials	2
Welding	0
Insulation & Resilence Materials	8½
Acoustics & Drywall	11
Electricity Basics	0
Plumbing Basics	3½
Masonry Basics	16
Painting & Refinishing Interior-Exterior	127
Classroom	226½
Hardware	1½

Areas of Special Skill:

Sheetrocking, framing, painting, locks & hardware, paneling.

Comments:

Larry came a long way in the program. His father is a carpenter so Larry has been exposed to the trade before Good sense of humor, reliable, willing to learn.

If you are interested in hiring this person contact Marilyn Zephier at Little Wound School, Bilingual Vocational Education Project, Kyle, SD 57752, 455-2461, extension 15.

BILINGUAL VOCATIONAL EDUCATION PROJECT
LITTLE WOUND SCHOOL
Kyle, SD 57752

Training Record – Carpentry

Name: *Richard Two Crow*
Address: *General Delivery – Kyle, SD 57752*
Age: *21* **Marital Status:** *21*
Education: *GED – 6 College Hourse*
Months in Training Program: *Twelve Months*

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Breakdown of Experience:

Area	Hours
Miscellaneous	70
Layout	6
Form Building	14
Rough Framing	12
Outside Finishing	57½
Inside Finishing	200
Care & Use of Tools & Materials	2
Welding	0
Insulation & Resilence Materials	9
Acoustics & Drywall	7
Electricity Basics	3
Plumbing Basics	0
Masonry Basics	17½
Painting & Refinishing Interior-Exterior	29
Classroom	320½
Hardware	20

Areas of Special Skill:

Sheetrocking & taping, doors locks framing, paneling.

Comments:

Richard is likeable and is a very good worker. With proper supervision, he will be a real asset to any employer.

If you are interested in hiring this person contact Marilyn Zephier at Little Wound School, Bilingual Vocational Education Project, Kyle, SD 57752, 455-2461, extension 15.

BILINGUAL VOCATIONAL EDUCATION PROJECT
LITTLE WOUND SCHOOL
Kyle, SD 57752

Training Record – Carpentry

Name: *Rodney Mesteth*
Address: *General Delivery – Kyle SD 57752*
Age: *21* **Marital Status:** *Single*
Education: *High School Diploma – 6 College Hours*
Months in Training Program:
Twelve Months

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Breakdown of Experience:

Area	Hours
Miscellaneous	119
Layout	9
Form Building	0
Rough Framing	46
Outside Finishing	73½
Inside Finishing	242½
Care & Use of Tools & Materials	2
Welding	0
Insulation & Resilence Materials	10½
Acoustics & Drywall	53½
Electricity Basics	3
Plumbing Basics	0
Masonry Basics	15
Painting & Refinishing Interior-Exterior	96
Classroom	237½
Hardware	4

Areas of Special Skill.

Sheetrock & taping, painting, hardware, locks & doors, framing, flooring, suspended ceilings.

Comments:

Rodney is likeable and works hard. He has a good attitude and others enjoy working with him. He is conscientious and should be a good carpenter.

If you are interested in hiring this person contact Marilyn Zephier at Little Wound School, Bilingual Vocational Education Project, Kyle, SD 57752, 455-2461, extension 15.

BILINGUAL VOCATIONAL EDUCATION PROJECT
LITTLE WOUND SCHOOL
Kyle, SD 57752

Training Record – Carpentry

Name: *Chris Sitting Bear*
Address: *Box 11, Kyle, SD 57752*
Age: *22* **Marital Status:** *Single*
Education: *Completed 10th Grade.*
Months in Training Program:

Twelve Months

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Breakdown of Experience:

Area	Hours
Miscellaneous	128
Layout	0
Form Building	15
Rough Framing	22
Outside Finishing	36
Inside Finishing	345
Care & Use of Tools & Materials	8
Welding	0
Insulation & Resilence Materials	21
Acoustics & Drywall	50½
Electricity Basics	0
Plumbing Basics	0
Masonry Basics	38
Painting & Refinishing Interior-Exterior	41
Classroom	280½
Hardware	1

Areas of Special Skill.

Sheetrock, paneling, painting, framework, locks & doors, trim & finish.

Comments:

Chris works hard under the proper supervision. He has good working habits when properly motivated.

If you are interested in hiring this person contact Marilyn Zephier at Little Wound School, Bilingual Vocational Education Project, Kyle, SD 57752, 455-2461, extension 15.

BILINGUAL VOCATIONAL EDUCATION PROJECT
LITTLE WOUND SCHOOL
Kyle, SD 57752

Training Record – Carpentry

Name: *Adrienne Two Crow*
Address: *General Delivery – Kyle, SD 57752*
Age: *26* Marital Status: *Single*
Education: *GED – 6 College Hours*
Months in Training Program:

Twelve Months

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Breakdown of Experience:

Area	Hours
Miscellaneous	*124*
Layout	*62*
Form Building	*0*
Rough Framing	*6*
Outside Finishing	*0*
Inside Finishing	*71*
Care & Use of Tools & Materials	*3½*
Welding	*0*
Insulation & Resilence Materials	*3*
Acoustics & Drywall	*5*
Electricity Basics	*1*
Plumbing Basics	*0*
Masonry Basics	*10½*
Painting & Refinishing Interior-Exterior	*157*
Classroom	*235*
Hardware	*0*

Areas of Special Skill.

Painting installing hinges for doors, sheetrocking.

Comments:

Adrienne has a strong sense of purpose and survival. She had to in order to stay ing the project, almost all males. She will make a good finish worker, in the right situation.

If you are interested in hiring this person contact Marilyn Zephier at Little Wound School, Bilingual Vocational Education Project, Kyle, SD 57752, 455-2461, extension 15.

Graduation Certificate

BEST COPY AVAILABLE

POST SECONDARY
BILINGUAL VOCATIONAL EDUCATION
LITTLE WOUND SCHOOL
KYLE SOUTH DAKOTA

THIS IS TO CERTIFY THAT

Has Successfully Completed a One Year Training Program in Building Trades with Emphasis on Carpentry,

Dated This 14th Day of July 1978

Richard A. Albers, Superintendent	Stephen D. Langley, Director	Colin Hobson, Instructor

© GOES 449

LITHO. IN U.S.A.

Correspondence and Dissemination Efforts

TEACHER TRAINING INSTITUTIONS
EDUCATION SERVICE CENTERS
SCHOOLS
EPD
ACTIVITIES

CONSORTIUM C

1750 SEAMIST BOX 863 HOUSTON, TEXAS 77001
PHONE A/C 713 868-1051

COORDINATOR:
Stuart McKenty

August 9, 1978

Mr. Steve Langley
Little Wound School Board
Souix Indian Reservation
Kyle, South Dakota 57752

Dear Mr. Langley:

This letter is a follow-up of our telephone conversation of August 7 regarding the Bilingual Vocational Instructor Training Project administered out of Consortium C.

Our project staff is in the process of developing activities and related materials to carry out project objectives. In order to better serve you in your project, I am asking you to help us by providing the following basic information:

1. Type of vocational training as emphasized in your proposal submitted to HEW (welding, construction, food service, etc.);
2. Number of vocational students served:
   a. Number of bilingual vocational students, and
   b. Number of bilingual students needing language enhancement;
3. Number of staff involved in your vocational training program(s):
   a. Number of bilingual vocational education staff, and
   b. Number of support staff for language instruction (English as a Second Language-ESL, Bilingual Education, etc.); and
4. Project director, contact person, address, phone number of each.

The attached form may be of assistance to you in responding to the above questions.

The project staff is eager to cooperate with you. By providing us with the above information, the Bilingual Vocational Instructor Training Project staff will be able to assist more appropriately in meeting your project needs. Therefore, we greatly appreciate your assistance in this matter.

In addition to the information requested above, we would like to know

Participating Regional Education Service Centers

Tom Pate, Jr., Executive Director
Region IV Education Service Center

Fred J. Waddell, Ed.D. Executive Director
Region V Education Service Center

M.W. Schlotter, Executive Director
Region VI Education Service Center

if you plan to attend the Conference of the American Vocational Association to be held in Dallas, Texas in December. Our project staff plans to attend the conference and have a working session with Part J project directors, if feasible.

The Bilingual Vocational Instructor Training Project Staff is looking forward to working with you and your project staff in the coming year.

Please feel free to contact me if there are any questions about the requests detailed in this letter.

Sincerely,

Maximino Plata

Maximino Plata, Ph. D.
Project's Bilingual Vocational Educator

MP:msm

Attachment

Bring stuff re: Lakota to New Orleans.
synopsis of project

TEACHER TRAINING INSTITUTIONS
EDUCATION SERVICE CENTERS
SCHOOLS
E P D
ACTIVITIES

CONSORTIUM C
1750 SEAMIST BOX 863 HOUSTON, TEXAS 77001
PHONE A/C 713 868-1051

COORDINATOR:
Stuart McKenty

September 5, 1978

Mr. Stephen D. Langley
Project Director
Little Wound School Board
Little Wound School
Kyle, South Dakota 57752

Dear Mr. Langley:

Thank you for accepting our invitation to be on the Advisory Committee of the Project to Train Bilingual Vocational Instructors.

I am looking forward to working with you and receiving your valuable input to the Project.

Be assured that you will receive detailed plans of the meetings of the advisory committee once they have been finalized.

Sincerely,

Stuart B. McKenty
Coordinator

SBM:msm

Hope you had a safe trip back from New Orleans! Stu

TEACHER TRAINING INSTITUTIONS
EDUCATION SERVICE CENTERS
E P D
ACTIVITIES
SCHOOLS

CONSORTIUM C

1750 SEAMIST BOX 863 HOUSTON, TEXAS 77001
PHONE A/C 713 868-1051

COORDINATOR:
Stuart McKenty

August 22, 1978

Mr. Steve Langley, Director
Bilingual Vocational Project
Little Wound School Board
Sioux Indian Reservation
Kyle, South Dakota 57752

Dear Mr. Langley:

This letter is a follow-up on our phone conversation regarding the Bilingual Vocational project our office began on July 1, 1978.

This project is funded by the U. S. Office of Education for a twelve month period to provide staff development support of the bilingual vocational instructors in several locations across the country. The tentative sites identified by Washington are as follows:

San Francisco Community College, California;
San Juan, Texas;
San Antonio, Texas;
Crystal City, Texas;
University of California;
Little Wound Sioux Reservation, South Dakota;
China Institute in America, New York;
Elgin Community College, Elgin, Illinois;
Miami Dade Community College, Florida;
Bronx Community College, New York;
Chinatown Manpower Project, New York; and
The Canadian Valley Area Vocational Technical School (El Reno Federal Prison), Oklahoma.

The tentative vocational areas are as follows:

Welding;
Automotive;
Construction Trades;
Finance and Accounting;
Plastics;
Clerical Secretarial;
Custodial;
Food Service;
Graphic Arts;
Dental Assistance; and
Nurse Aide.

Participating Regional Education Service Centers

Tom Pate, Jr., Executive Director
Region IV Education Service Center

Fred J. Waddell, Ed.D., Executive Director
Region V Education Service Center

M.W. Schlotter, Executive Director
Region VI Education Service Center

We are establishing an advisory committee of approximately 20 people (tentative list attached) representing bilingual educators, vocational educators, El Reno Federal Prison, one or two sites in Texas, the Texas Education Agency, the Texas Advisory Council for Technical Vocational Education, Brown & Root, and four or five representatives from the AFL-CIO. We would appreciate very much your serving as a representative of the Little Wound Sioux Reservation's Bilingual Vocational Project.

If you have questions or wish to discuss this further, please contact Dr. Lynn Douglas or Dr. Maximino Plata.

It is anticipated that the Advisory Committee would meet twice, probably in late September and again in March or April. The project budget would be in a position to reimburse advisory committee members' expenses according to federal travel and per diem regulations for these meetings. The remainder of the efforts by the advisory committee could be handled by telephone and mail.

I do hope that you will be able to assist us in this activity.

Sincerely,

Stuart B. McKenty
Coordinator

SBM:msm

Attachment: Tentative Advisory List

TEACHER TRAINING INSTITUTIONS
EDUCATION SERVICE CENTERS
SCHOOLS
EPD
ACTIVITIES

CONSORTIUM C

1750 SEAMIST BOX 863 HOUSTON, TEXAS 77001
PHONE A/C 713 868-1051

COORDINATOR:
Stuart McKenty

February 28, 1979

Mr. Steve Langley
Little Wound School Board, Inc.
Pineridge Reservation
Kyle, South Dakota 57752

Dear Steve:

I would like to thank you for allowing me to visit your bilingual vocational education program. In my estimation, the bilingual vocational program is excellently administered and implemented. The activity in curriculum development is obvious and your staff is to be complemented for their efforts.

There is a deliberate forward pace occurring at Kyle which may be overlooked by an insensitive outsider. Activities are more organized than they appear and there is hope in everyone's mind about things to come.

Whether obvious or not I had a tremendous amount of fun, learned a great deal and only hope that I was of some help to someone. In response to your interest I have enclosed a copy of the OAS used in gathering data for my dissertation. Also, I have enclosed a copy of the adapted version of the OAS used with teachers. An article regarding the validity of the OAS and a data collecting form are also enclosed. Finally, I have read the Comprehensive Plan for Vocational Education but have not had time to analyze it in depth for the purpose of replying to it. Be assured, however, that the plan is well done and, if followed, Kyle will be a "demonstration" school.

Thanks again!

Sincerely,

Maximino Plata

Maximino Plata
Bilingual Vocational Educator

MP:msm
Enclosures

Participating Regional Education Service Centers

Tom Pate, Jr., Executive Director
Region IV Education Service Center

Fred J. Waddell, Ed.D., Executive Director
Region V Education Service Center

M.W. Schlotter, Executive Director
Region VI Education Service Center

TEACHER TRAINING INSTITUTIONS
EDUCATION SERVICE CENTERS
EPD
ACTIVITIES
SCHOOLS

CONSORTIUM C

1750 SEAMIST BOX 863 HOUSTON, TEXAS 77001
PHONE A/C 713 868-1051

COORDINATOR:
Stuart McKenty

March 2, 1979

Mr. Steve Langley
Director, Bilingual Vocational
  Project
Little Wound School
Kyle, South Dakota 57752

Dear Steve:

I have read the Comprehensive Vocational Plan for Little Wound School. I have not changed my opinion from that which I expressed in a previous letter, i.e., the plan is a good one. Its strengths are the following:

1. it is relevant for the Little Wound community;
2. it is goal oriented;
3. it is basic and sound;
4. it incorporates culture, academics and vocational education;
5. it allows for self-determination of its recipient;
6. it is clear, concise: yet comprehensive; and
7. it provides suggested directions.

I commend Mr. Warren Means in his well organized and well thoughout vocational plan. The Little Wound School Board is also to be commended for having the foresight to see the need for such a plan, but, most of all, for selecting a professional from the community to develop the plan.

Enclosed are some thoughts that I jotted down and you may do with them whatever you wish. To me they represent the essence of the Comprehensive Vocational Plan.

Thanks for giving me the honor of providing input for such an important endeavor for the people of Little Wound School.

Sincerely,

Maximino Plata

Maximino Plata
Bilingual Vocational Educator

MP:msm
Enclosures

Participating Regional Education Service Centers

Tom Pate, Jr., Executive Director
Region IV Education Service Center

Fred J. Waddell, Ed.D., Executive Director
Region V Education Service Center

M.W. Schlotter, Executive Director
Region VI Education Service Center

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SCHOOLS

CONSORTIUM C

1750 SEAMIST BOX 863 HOUSTON, TEXAS 77001
PHONE A/C 713 868-1051

COORDINATOR:
Stuart McKenty

March 2, 1979

Mr. Steve Langley
Director, Bilingual Vocational
Project
Little Wound School
Kyle, South Dakota 57752

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Sincerely,

Maximino Plata

Maximino Plata
Bilingual Vocational Educator

MP:msm
Enclosures

Participating Regional Education Service Centers

Tom Pate, Jr., Executive Director
Region IV Education Service Center

Fred J. Waddell, Ed.D., Executive Director
Region V Education Service Center

M.W. Schlotter, Executive Director
Region VI Education Service Center

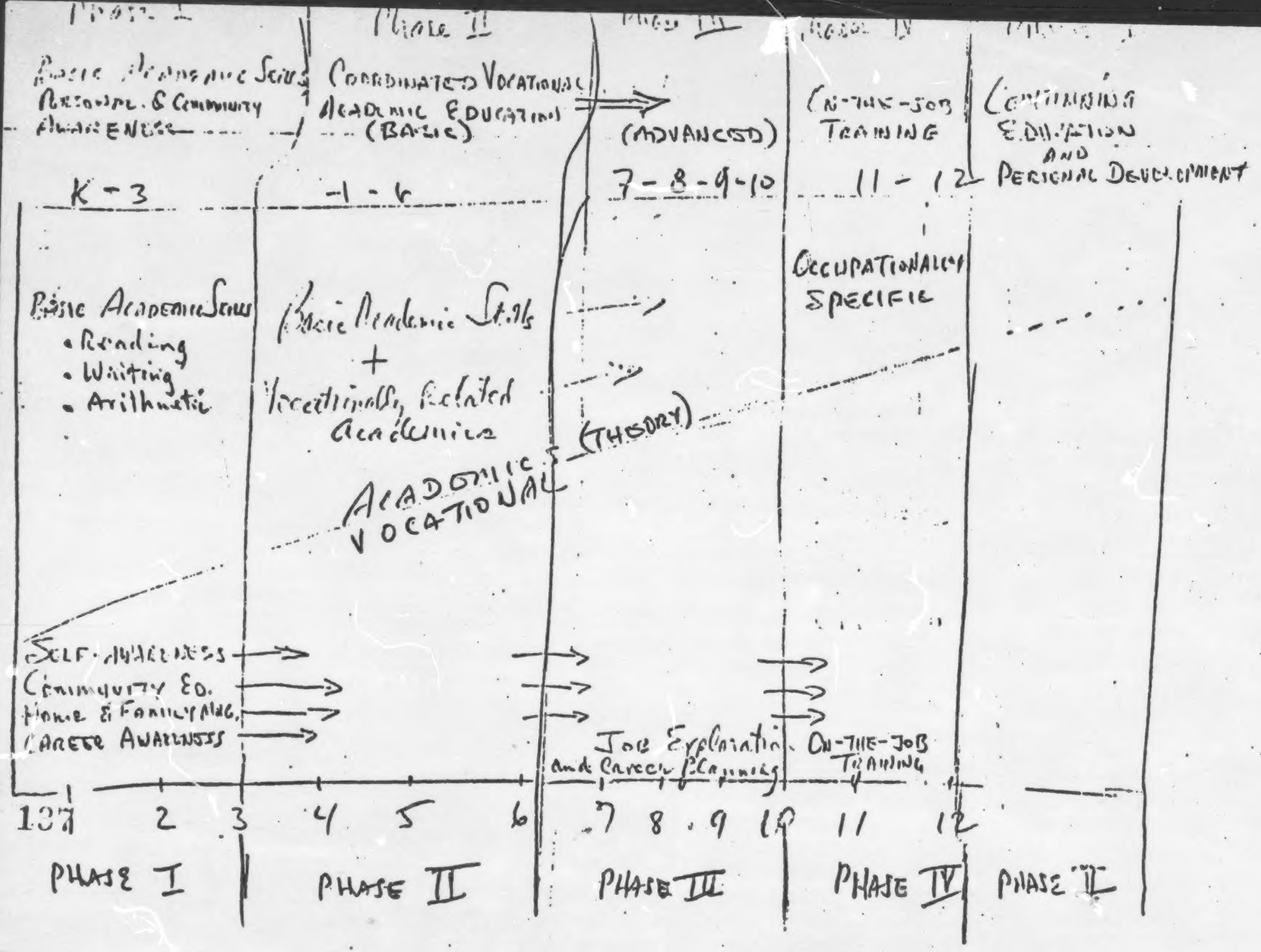
Phase I
Phase II
Phase III
Phase IV
Phase V
Basic Academic Skills
Personal & Community Awareness
Coordinated Vocational Academic Education (Basic)
(Advanced)
On-the-Job Training
Continuing Education and Personal Development
K - 3
4 - 6
7 - 8 - 9 - 10
11 - 12
Occupationally Specific
Basic Academic Skills
• Reading
• Writing
• Arithmetic
Basic Academic Skills
+
Vocationally Related Academics
Academic (Theory)
Vocational
Self-Awareness
Community Ed.
Home & Family Living
Career Awareness
Job Exploration and Career Planning
On-the-Job Training
1
2
3
4
5
6
7
8
9
10
11
12
PHASE I
PHASE II
PHASE III
PHASE IV
PHASE V

FIGURE 1: CURRICULUM MODEL FOR INTEGRATING ACADEMIC AND VOCATIONAL EDUCATION

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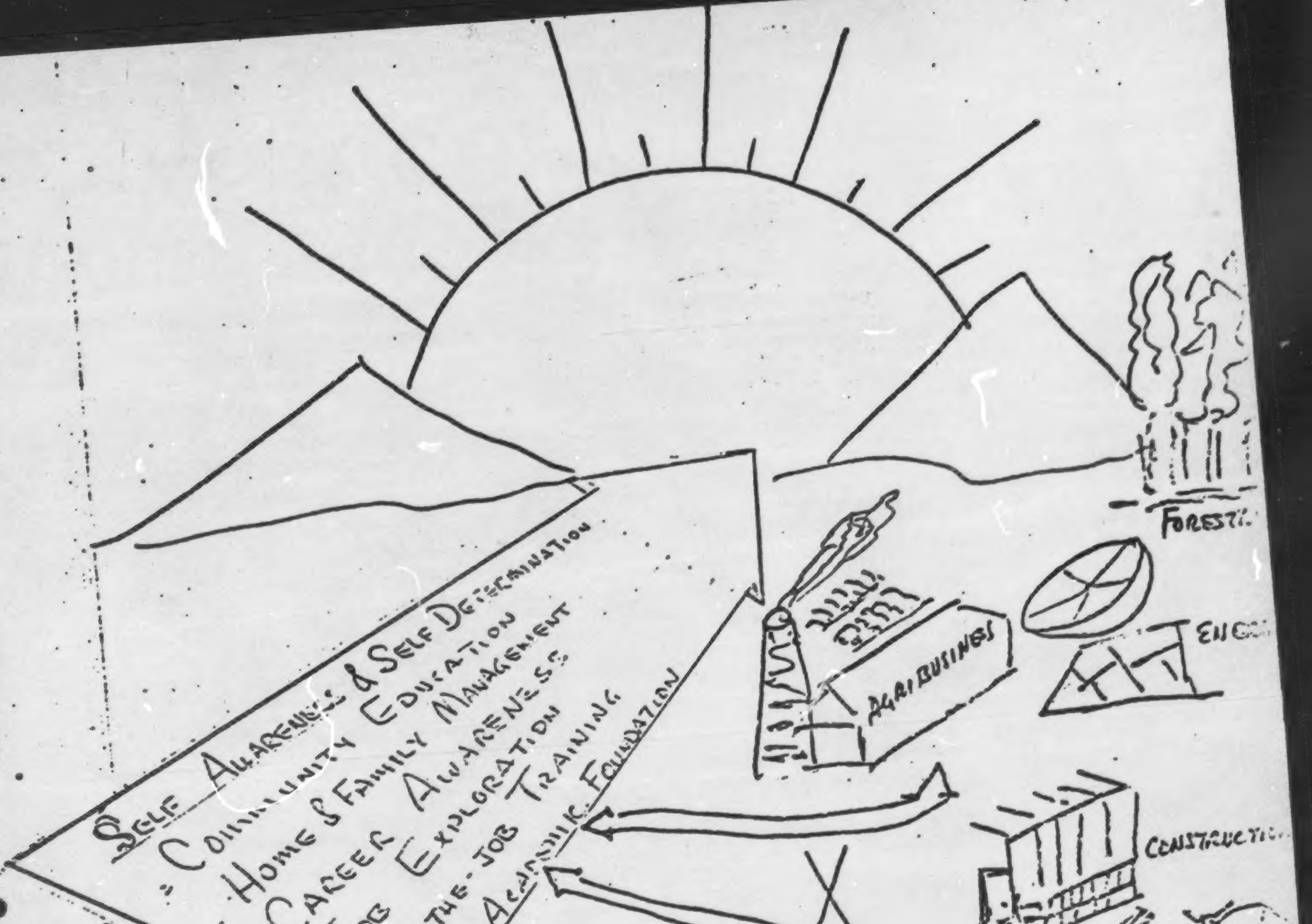
SELF AWARENESS & SELF DETERMINATION
COMMUNITY EDUCATION
HOME & FAMILY MANAGEMENT
CAREER AWARENESS
JOB EXPLORATION
ON-THE-JOB TRAINING
BASIC ACADEMIC FOUNDATION
SCHOOL
AGRIBUSINES
FOREST
EN
CONSTRUCT
FARMING & RANC
← COMMUNITY →

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

SEP 8 1978

Mr. Steve Langley
Little Wound School Board
Kyle, South Dakota 57752

Dear Mr. Langley:

It was a pleasure to meet with you at the meeting of bilingual vocational training project directors last week. I hope you found the meeting profitable and that you had an opportunity to visit with the directors and staff members from the other projects.

As I mentioned last week during the meeting, I would like to have an abstract of your project. Please use the following format:

Title
Director
Institution
Language of Trainees
Skill Area
Number of Trainees
Length of Training
Brief Description of the Program (not to exceed two pages)

Please send the abstract to me no later than September 25. All of the project abstracts will be reproduced and sent to you.

During the past year or so I have not only administered the two bilingual vocational training programs but also the Contract Program for Indian Tribes and Indian Organizations--with no additional help. Consequently, I have been unable to devote sufficient time to the bilingual vocational training program and the bilingual vocational instructor training program. However, we are adding people to our staff, so I expect to have two people assist me with the Indian program and one with the bilingual vocational programs. The additional help will enable me to spend more time with both bilingual vocational programs. I look forward to maintaining closer contact with you this year.

Sincerely yours,

Doris V. Gunderson

Doris V. Gunderson
Program Officer
Demonstration Branch
Division of Research and
Demonstration

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

DEC 14 1978

Mr. Stephen D. Langley
Little Wound School Board
Kyle, South Dakota 57752

Dear Steve:

We have received the one copy of your final report of the Part J project entitled "Little Wound School Bilingual Vocational Education Project" as well as two copies of the financial report, grant number G007701722.

The final report has been reviewed and found acceptable in meeting the terms and conditions of the grant. I have recommended to the Grants and Procurement Management Division that the project be closed out.

I have read the final report with a great deal of interest. The program has provided training in marketable skills, making a person of limited English speaking ability more employable and therefore better able to assume economic self-sufficiency. Since Little Wound School plans on carrying out future evaluations, please forward information to our office regarding job placement. I am eager to know how many of the students found employment and whether their employment came about as a result of their vocational training. The participants' improvement in math and English skills is good news.

Thank you for sending the additional copies of the final report and the financial report.

Sincerely,

Doris V. Gunderson

Doris V. Gunderson
Program Officer
Demonstration Branch
Division of Research and
Demonstration

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

NOV 16 1978

Mr. Steve Langley
Little Wound School Board
Kyle, South Dakota 57752

Dear Mr. Langley:

The San Antonio State Hospital, one of our bilingual vocational training grantees, has offered its extensive media resources in producing an audiovisual presentation outlining the overall grant program. Each of the projects will be covered in the production. Since it will be impossible for the San Antonio State Hospital to send its photographers to each project site, we are asking each project to provide six to eight slides dealing with the bilingual vocational programs they are conducting. Their script writer will be utilizing the abstracts to get relevant project information. However, good quality 35 mm color slides, such as the following, will be needed along with a narrative describing what it is the slide depicts:

(1) a slide showing the project facility, preferably one with a sign identifying the building such as - for example - "The Chinese Institute".

(2) several slides showing the classroom vocational and ESL teaching process.

(3) several slides showing students performing the skills learned in a vocational on-the-job setting, if possible. (A slide for each vocational area in which training is offered would be very helpful.)

(4) slides of graduation ceremonies, special events, or outstanding successes would also be appropriate.

(5) slides pertaining to anything that make the project distinctive, such as in the case of the grant program conducted for prison inmates, where some interior slides of the prison might add interest to the segment dealing with their particular program.

A copy of the audiovisual presentation will be made available by the San Antonio State Hospital at no cost to each project. This is an excellent opportunity for developing a truly useful public information-type presentation concerning the Office of Education Bilingual Vocational Education Program. Many important people will view it, so please do your best to obtain good quality color slides for inclusion in the presentation. To save time, please send the slides and accompanying narrative material to:

David F. Culclasure, Ph. D.
Director, Educational Services
San Antonio State Hospital
Box 23310
San Antonio, Texas 78223

Sincerely,

Doris V. Gunderson

Doris V. Gunderson
Program Officer
Demonstration Branch
Division of Research and
Demonstration

Mailed 1/30/79

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

2/12/79

Mr. Stephen D. Langley
Bilingual Vocational Education
Project
Little Wound School
Pine Ridge Reservation
Kyle, S.D. 57752

Dear Mr. Langley:

I have finally gotten a chance to read the mid-term progress report prepared by Dr. Philip Roos. I apologize for this long delay in responding; making arrangements for the two recent technical review panel meetings occupied all of my time.

The attendance rate of 91.7% is encouraging. Unfortunately, FY 1977's low placement rate (eight out of thirteen employed) is not consistent with the placement figures from the other bilingual vocational training projects. Perhaps by now the five trainees who were looking for employment have found jobs. I realize that this unemployment rate is far below that of comparable youth on the reservation, according to Dr. Roos' figures. I was intrigued by Dr. Roos' other comments about the Reservation, especially by the revelation that "particularly among full-bloods, the notion of work as an occasional thing has survived almost intact." His comments made me more sensitive to the special problems encountered by the project staff.

The theory of Sioux Post-Secondary Education also helps to explain why the bilingual vocational training program sometimes has trouble placing its graduates. The Sioux are not alone in their notion that education is an end in itself, and not necessarily a link to a better paying career position, or even a high consumption life style.

I am curious about the small dome. Has it been shingled and insulated so that the secretarial trainees could move in? Also, you mentioned that there are 14 building trades trainees; how many students are studying in the secretarial component?

The National Clearinghouse for Bilingual Education maintains an extensive resource center on bilingual education. If you have developed any training materials you would like to make available to other professionals involved with bilingual vocational education, please sent copies to:

Mr. Rosario Gingras, NCBE
Suite 802
1500 Wilson Boulevard
Rosslyn, VA 22209

His toll-free number: (800)336-4560.

Thank you for preparing such a complete and fascinating mid-term report.

Sincerely,

Nancy E Smith

Nancy E. Smith
Education Program Specialist
Demonstration Branch
Division of Research and
Demonstration

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

MAY 11 1979

Mr. Steve Langley
Little Wound School Board
Box 1
Kyle, SD 57752

Dear Mr. Langley:

I want to take this opportunity to thank you for cooperating with the contractors working with the Office of Education on a Monograph for Bilingual Vocational Training project planners, an Oral Proficiency Test, and a list of Instructor Competencies. The development of these instructional materials is very important to the expansion of the field of bilingual vocational training.

There are many demands put upon the staff of a training project. Some of them are integral to the program and are therefore required by the Office of Education. Some are requested in order to benefit the field of bilingual vocational education. Some demands upon staff come from the public. Among these are appointments made with publishers of bilingual materials. As you know, the Office of Education does not recommend any teaching materials or textbooks over another. You are free, of course, to pick and choose among the materials available on the market, and to develop your own materials to use in the classroom.

Again, thank you for sharing your project experience with the staffs of Development Associates, Kirschner Associates, and Resource Development Institute. I hope that your project, and other bilingual vocational training projects, will benefit from their research and publications.

Please feel free to call me if I can assist you in any way.

Sincerely,

Nancy Smith for

Doris V. Gunderson
Chief
Demonstration Branch
Division of Research and
Demonstration

LITTLE WOUND SCHOOL BOARD
LITTLE WOUND SCHOOL
KYLE, SO. DAK. 57752

PHONE
455-2461
455-2804

To: Steve Langley, Director, Bilingual Vocational Education Program.

From Tom Allen, Executive Director, LWSB

DAte: 11/2/78

Subject: Thanks for Secretarial Trainees.

I would like to express the thanks of all the main office staff for the assistance given by the Secretarial trainees during the week of 10/23-27. I would also like to commend them for the way they handled the work of answering the phone, greeting the public, typing and doing the general tasks needed to keep an office going. Besides rendering assistance to the school, I hope the work was a learning experience for the trainees.

CONSULTANT REPORT, Nov. 28- Dec. 2, 1977.

I spent the entire week finishing the prototype copy of the Reference Manual for carpentry trainees. I developed the last three chapters:

6. Fastening
7. Finishing
8. Working

and reread the first five, adding tables of contents for each section. The Manual is now complete with objectives, Data Sheets and illustrations. The Project Director, Vocational Instructor, Bilingual Teacher and Secretary were all involved and provided much valuable help.

The staff will now produce and assemble materials for 20 copies. Trainees are already using Section 1. Attitudes and Introduction.

The next priority is tape recording interviews with local people in the building trades and making the tapes available with discussion questions for the trainees. A second project for my final visit will be to create group dynamic situations to deal with real-life on-the-job problems which may be encountered by the trainees. I will develop techniques of discussion, role playing, and work problems which can then be used to help trainees practice coping skills.

Dec. 2- Dec. 6, 1977. I attended the American Vocational Association Convention in Atlantic City, New Jersey. Sessions on Evaluation of Industrial Arts Programs, Individualizing of Curriculum, and Attitudes of disadvantaged and minority students, were all helpful. I gathered a lot of material which will be useful if the next phase of the project includes Business skills, as well. I also came to the conclusion that the project at present is in very good shape compared to many other vocational, and especially high school, building trades programs.

Dr. Georgianna H. Lowen

BEST COPY AVAILABLE

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
The Ohio State University · 1960 Kenny Road · Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

September 14, 1978

Stephen Langley
ttle Wound School Board, Inc.
ne Ridge Reservation
Kyle, South Dakota

Dear Mr. Langley:

The National Center for Research in Vocational Education is engaged in the task of developing an information base for special needs persons who experience educational disadvantages, and are, handicapped, bilingual, gifted and talented, members of ethnic/racial minority groups, or are in correctional institutions--both urban and rural, youth and adult. The Postsecondary Bilingual Vocational Education Project has been identified as a project that is especially attentive to the educational needs of American Indian populations.

The information that we are compiling in the area of vocational education for special needs subpopulation groups will not be complete without your assistance. We would appreciate your sending us any pertinent information or reports describing your project or the final results. We are particularly interested in your program objectives, staffing patterns, sponsors, and number and kind of populations served.

We look forward to hearing more about your efforts to serve persons with special needs in vocational education. Your immediate attention would be greatly appreciated.

Cordially,

Patricia W. Winkfield

Dr. Patricia W. Winkfield
Research Specialist, Special Needs

PWW/pwh

Answered
9/18/78

Eastern Michigan University
Ypsilanti, Michigan 48197

July 21, 1978

Mr. Steve Langley, Director
Post-Secondary Bilingual Vocational Project
Little Wound School Board
Little Wound, South Dakota

Dear Mr. Langley:

This University is currently completing a proposal for the Occupational and Adult Education branch to develop a taxonomy of minimum competencies needed by bilingual vocational training instructors.

As director of a bilingual vocational project you are often the hiring agent and thus can appreciate first-hand the need to establish a measurable set of competencies. We hope to collaboratively produce these competencies during the period of the contract.

At this time we are asking whether or not you would be interested in collaborating in the project by responding to questions from our staff, reviewing listings of competencies for appropriateness and attending regional meetings as a consultant to the project. If you are, we will need the following from you before August 7th.

1. A updated copy of your vitae
2. A letter offering your collaboration "in the development of Competency statements for Bilingual Vocational Instructors"

I will let you know in September whether or not the Occupational and Adult Education branch will be pursuing the project.

Thank you very much for your help. Please remember the deadline.

Sincerely,

Jose R. Llanes, Ph.D.
Associate Dean
College of Education

JRL:ap

Ans. 9/7

EMU
College of Education, 129 Boone Hall
Office of Associate Dean, 313-487-3134

SOUTH DAKOTA
Department of Education and Cultural Affairs
DIVISION OF VOCATIONAL - TECHNICAL EDUCATION
Richard F. Kneip Building
Pierre, South Dakota 57501

Office of State Indian Affairs/Div. of Vocational Education
February 15, 1979
Conference Room #1
Kneip Building
Pierre, SD

At 9:00 a.m. Dave Bonde, SD Division of Vocational Education, called the meeting to order, the intent of which was to: 1) discuss status of Vocational Education on Indian reservations; 2) examine past and present funding alternatives and program efforts; and 3) identify options and strategies available to the state and to Indian reservations which would establish vocational education in the Indian reservations.

A slide tape series explaining the "Vocational Education Amendments of 1978" was presented to the participants.

Following discussion of the slides, Warren Means, a former member of the National Advisory Council on Vocational Education, shared with the group background data and information leading up to the 1% commissioners set aside and some insights as to what has happened at the federal and state levels since 1976 in relation to the 1% set aside and other funding intended to provide vocational education on reservations. There was also discussion as to where the sources for the matching funds could or should come from and how that could begin. There was also discussion and consensus that: 1) Education and Training programs for the sake of education must be replaced by education and training directed toward Indian self-sufficiency through resource development; 2) Indian people should be involved at all levels of the program including planning. implementation and evaluation; 3) each tribes economic development plan must be considered as the basis for vocational education in that area as opposed to one statewide plan.

Based on the above discussions the following recommendations were made:

1. Develop a statewide planning process to determine vocational education needs by reservation for developmental program grants and implementation.

2. To accomplish this, set up an Indian task force on Indian vocational education comprised of at least one individual from each tribe and that representatives be involved in vocational education on that reservation; one member from the state vocational education staff; and financial assistance come from state agencies for travel, meetings, communication, etc.

3. The Indian Commissioner's Office, Pierre, SD, was identified as the vehicle to initiate the action and coordinate communications and activities of the task force.

It was mandated that the task force:

1. Identify funding sources for research and development to provide each tribe with the resources necessary to develop a comprehensive needs assessment.

2. Evaluate other sources of funding available to the Indian community

   a. Department of Labor
   b. Department of Agriculture
   c. Education
   d. Defense

3. The timeline for the above mandate is 45 days (first week in April).

The informational publications were distributed to all in attendance to increase awareness of Vocational Education.

1. Advice for Action - a handbook for Local Advisory Councils

2. Standards for Quality - Vocational educational programs.

Steve Langley, Bilingual Vocational Education, Little Wound School, Kyle, SD, gave a report on the carpentry, business and office programs in the bilingual program at Kyle.

Communications in respect to the task force membership, meetings and activities can be expected from the Commissioner's Office in February. Local contact people are to identify a task force member and notify the Commissioner of Indian Affairs Office as soon as possible (immediately).

Minutes submitted by the Division of Vocational Education.

Those present at 2/15/79 Meeting:

Name	Representing	Mailing Address
William Dixson	I.A.P. Lower Brule	Box 1, Lower Brule, SD 57548 Phone: 473-5576
Roberta C. Barbalace (Bobbie)	Oglala Sioux Comm. Col.	Box 439, Pine Ridge, SD 57770
Joyce McDougall-Means	Oglala Sioux Comm. Col.	Pine Ridge, SD 57770
Warren W. Means	Oglala Sioux Tribe	Vocational Interests, P.O. Box 627, Martin, SD
Wendall Tisher	Division of Voc. Ed.	Pierre, SD 57501
Marlene Brave Heart	Bil. Voc. Ed., Kyle, SD	Bilingual Training Program, Little Wound School, Kyle, SD 57752
Steve Langley	Bilingual Voc. Ed., Kyle	Little Wound School, Kyle, SD 57752
Dan Elwood	Div. of Voc. Ed.	Kneip Bldg, Pierre, SD 57501
Carla Fielder Claymore	DESE - Indian Ed.	Kneip Bldg. Pierre, SD 57501
Alan Kline	Oglala Sioux Comm. Col.	Box 439, Pine Ridge, SD Phone: 867-5847
John Haas	Little Wound School	Kyle, SD
Bill Stover	Shannon Co. Schools	Batesland, SD
Maurice Twiss	Shannon Co. Schools	Batesland, SD
Floyd Thieman	BIA-Sisseton-Wahpeton	Sisseton, SD Phone: 698-7676
Calvin Rondell	Sisseton-Wahpeton Sioux Tribe	Sisseton, SD Phone: 698-3911
Dean Everson	VIA-Rosebud Agency	Rosebud, SD 57570 Phone: 747-3253

Name	Representing	Mailing Address
Marcella Prue	State Indian Office	Pierre, SD 57501
Hiram C. Oiven	Ed. Dir. SWST	Sisseton, SD SWST
Dave Bonde	Div. of Voc. Ed.	Kneip Bldg., Pierre, SD 57501

NORTHEASTERN UNIVERSITY
11 LEON STREET, 1 UO
BOSTON, MASSACHUSETTS 02115

COLLEGE OF NURSING
NURSE PRACTITIONER PROGRAM
(617) 437-3136, 3137

10 April 79

Nancy E. Smith
Education Program Analyst
Demonstration Branch, Division of Research and Demonstration
U.S. Office of Education
Department of HEW
Washington DC 20202

Dear Ms. Smith:

Steve Langley was kind enough to send me a copy of your letter to him of 2/12/79. I, too, appreciate the careful reading you gave my report.

When I go to Pine Ridge, I try to shift mental gears from Urban America to the Reservation. In the reports, I try to portray the life there in such a way that civil servants, who are experts in education and management but innocent of reservation experience, will understand it a little. Since I lack the talents of a short story writer or a feature reporter, I know that the reader will have to work in order to achieve this understanding. It pleases me no end that you made the effort.

I am particularly interested in your paragraph on my 'theory of Sioux post-secondary education.' My dissertation was in the sociology of the philosophy of higher education; this background, combined with the unexpected (to me) results of the training, led to the 'theory'. If you have the time to expand on your comment that "The Sioux are not alone in their notion that education is an end in itself,...", I would be most interested. I am not interested in the ancient Greeks, but in contemporary peoples who live in industrial societies, or, like the Oglalas, in un-industrialized enclaves.

While I am presently employed here fulltime, this program is federally funded. Should the funding not be renewed, I am most interested in pursuing the ideas expressed in that short paper. The practical implications might be sufficient to attract some money from a federal or private source.

Sincerely,

Phil D Roos

Philip D. Roos, Ph.D.
Research Associate

home address: 133 Summer St.
Somerville MA 02143

O ✓ lu

SAN JUAN CAMPUS

4601 College Boulevard
Farmington, New Mexico 87401
Telephone (505) 325-7556

NEW MEXICO STATE UNIVERSITY

February 8, 1979

Steven D. Langley, Director
Bilingual Vocational Education Project
Little Wound School
Pine Ridge Reservation
Kyle, SD 57752

Dear Mr. Langley:

Susan B. Adams, Project Director of the Center for Career and Vocational Teacher Education at Western Kentucky University, suggested that we contact you regarding your Bilingual Vocational Project. She suggested that you may have some resources which may be of interest to us.

The languages we are working with are Navajo and Spanish. Miss Adams felt that even though your project is aimed at Sioux language users, we might find something helpful in it.

The goal of our project is to translate vocational concepts and content into the two target languages. We plan to use a minimum of the printed language and rely more heavily on slide-tape or video-cassette demonstrations. Any assistance you can offer will be appreciated.

Sincerely,

Jeane L. Dille

Jeane L. Dille, Ed.D.
Curriculum Specialist

Replied 2/22/79

February 16, 1979

Mr. Stephen Langley
Little Wound School Board, Inc.
Pine Ridge Reservation
Kyle, South Dakota

PREP

Dear Mr. Langley:

We recently received a publication entitled "Current Projects in Vocational Education - FY 1977". Your project is listed in this publication, and after reading the description, we find it to be very unique and interesting.

We would very much appreciate receiving any descriptive information, project outcomes, final reports, inc. that you could send us with regard to this project.

Thank you very much for your consideration.

Very truly yours,

PREP, INCORPORATED

Cynthia J Teiss

Cynthia J. Teiss
Administrative Assistant

Replied 2/20
CJT

PROJECT TITLE - Postsecondary Bilingual Vocational
Education Project.

PREP INC. 1575 PARKWAY AVENUE/TRENTON, NEW JERSEY 08628/TELEPHONE: 609-882-2668

TEXAS DEPARTMENT OF MENTAL HEALTH AND MENTAL RETARDATION

SAN ANTONIO STATE HOSPITAL and SAN ANTONIO STATE SCHOOL
Box 23310, Highland Hills Station, San Antonio, Texas 78223 (512) 532-3811

R. M. Inglis, M.D.
Superintendent

Tom Deliganis
Asst. Superintendent, MR Services

February 27, 1979

Mr. Steve Langley
Bilingual Vocational Education Project
Little Wound School
Pine Ridge Reservation
Kyle, South Dakota 57752

Dear Mr. Langley;

Thanks very much for the carpentry slides you sent to Dr. Culclasure. We can use some of then in the film for Dr. Gunderson. If you could send me a slide or two showing trainees working on an almost completed shelter, that would be even more useful.

I would also like to get something to show what the clerk typists are doing in translating and typing material from Lakota to English and vice versa. This is a very unusual thing they are doing and I would like to include it visually in the film. For example, could you send me a letter typed in English and the same letter typed in Lakota? Or a poster or a sign with both Lakota and English lettering that we could present side by side in a photograph? What I want is something we can photograph, preferably in color, to compare Lakota with English. I don't know how else to explain it, but if you can send me any material of that sort, I would appreciate it very much.

Sincerely yours,

Robert O. Barney

Robert O. Barney
Instructional Media Specialist
Office of Educational Services

ROB/mk

An Equal Opportunity/Affirmative Action Employer

BILINGUAL EDUCATION SERVICE CENTER
500 South Dwyer Avenue • Arlington Heights, Illinois 60005 • (312) 255-9820

- Midwest Resource Center: A Title VII National Network Center
- Illinois Resource Center for Bilingual Programs (Outside Chicago)
- Statewide English as a Second Language/Adult Education Service Center—Illinois

November 3, 1978

Mr. Stephen Langley
Little Wound School Board, Inc.
Pine Ridge Reservation
Kyle, South Dakota 57752

Dear Mr. Langley:

The Bilingual Vocational Education Project housed at BESC is a program designed to assist educational and community agencies in Illinois in meeting the vocational education needs of adults (15 years and older) from diverse cultural and linguistic backgrounds. Our goals include the compilation of an accurate data base on the population, and the identification, evaluation and dissemination of information on vocational resources and programs. In addition, we will be providing consultative assistance and inservice training for vocational personnel and other persons serving limited English-speaking adults.

Because of your interest and work in bilingual vocational education, we feel you may be able to assist us in our search for: 1) bilingual vocational instructional materials, 2) VESL materials, 3) bilingual counseling or assessment materials, and 4) information on bilingual vocational programs.

Any bibliographies, materials, information or contact persons you could provide us would be greatly appreciated.

Sincerely,

E. Jeanne Lopez-Valadez

E. Jeanne López-Valadez
Project Coordinator

JLV:st

RESOURCE DEVELOPMENT INSTITUTE, INC.

governmental & management consultants

314 highland mall blvd.
suite 450, austin, texas 78752

512-454-5751

January 4, 1979

Mr. Stephen D. Langley
Little Wound School
Pine Ridge Indian Reservation
Kyle, SD 57752

Dear Steve:

Resource Development Institute, Inc. of Austin has been awarded a contract to prepare an oral proficiency test in English to be used in bilingual vocational training programs funded under Sec. 184 (a) of Title I, Part B, Subpart 3 of the Vocational Education Act. The test will be used for two purposes: 1) to determine which of the applicants are limited enough in their use of oral English to qualify for bilingual vocational training, and 2) to demonstrate that by the end of the program, the trainees have learned oral English to the extent they can handle the language demands of the job.

All of us who have been associated with bilingual vocational training during the past three years are well aware of how badly we need this test. RDI is committed to writing the best test possible in fulfillment of our contract. We need your help in gathering material to be used in the test.

Though the test is not intended to be specific to any one vocational area, it is supposed to be consistent with the language demands of vocational education. At this time no description of "vocational English" exists. We at RDI have searched through vocational curricula, vocational ESL programs, and have made on-site visits to vocational training stations to record the language of instruction in vocational education. We are doing our best to validate our findings.

Doris Gunderson feels that it would be helpful if we got some actual tape recordings of instruction in the twelve funded bilingual-vocational projects. We know the language used in these projects should be different from that of regular vocational programs. We hope you will help us with this.

Would you ask one of your staff members, preferably an ESL teacher, to use the enclosed cassette for taping the language of vocational instruction in your project. The following suggestions might be helpful to you:

- We are interested in instruction in the English language.
- We need examples of language dealing with vocational processes, safety, identification and discussion of tools and equipment, and directions.
- We need examples of language in several vocational areas. If your project teaches several areas, examples from all of them would be helpful.

Washington, D.C. 20036 • 1028 Connecticut Avenue, Suite 1004 • (202) 296-8807

Westlake Village, Ca. 91361 • 2239 Townsgate Road, Suite 104 • (805) 497-6614

Since we are at this time writing objectives and preparing to write test items, we would appreciate getting the tapes back from you by February 1.

If you have any questions about this request, please feel free to call me or Co-director Gustavo Gonzalez at (512) 454-5751.

Thank you for helping us. Your participation will help produce a better test.

Sincerely yours,

Mary M. Galvan

Mary M. Galvan
Project Co-director

MMG:ja

Mailed Tapes
2/2/79

RESOURCE DEVELOPMENT INSTITUTE, INC.

governmental & management consultants

314 highland mall blvd.
suite 450, austin, texas 78752

512-454-5751

March 15, 1979

Mr. Steve Langley
Little Wound School Board
Pine Ridge Indian Reservation
Kyle, SD 57752

Dear Steve:

Thank you for agreeing to assist Resource Development Institute in field testing its Bilingual Vocational Oral Proficiency Test. The information below will confirm our telephone conversation.

We would like to send Mario Aguilar and Ben Aguilar to your project on March 28 to 30 to conduct the first of our three field trials. We would appreciate your having space available for individual interviews, 1-hour in length with 14 graduates. We are prepared to pay each graduate informant (not enrollees) $5.00 for taking the test.

Since we must establish the fact that persons other than our staff can reliably administer the test, we would like to have Marlene give the test to four informants.

We will bring with us all the necessary test equipment including tape recorders and tape for our staff. [If you can do so, we would appreciate your furnishing a cassette recorder to Marlene.]

Under separate cover we are sending you a copy of the test. Please pass it along to Marlene so that she can become familiar with it.

We will ask to come back to you for the second and third field trial in early May and June. We will work out specific dates and numbers of informants at a later date.

Thank you for helping us. We look forward to working with you.

Sincerely,

Mary Galvan/sa

Mary M. Galvan
Project Co-Director

MMG:cr

Washington, D.C. 20036 • 1028 Connecticut Avenue, Suite 1004 • (202) 296-8807

Westlake Village, Ca. 91361 • 2239 Townsgate Road, Suite 104 • (805) 497-6614

KIRSCHNER ASSOCIATES, INC.

Washington, D.C.
October 10, 1978

Mr. Steve Langley, Director
Bilingual Secretarial and Building Trade
Training Project
Little Wound School Board
General Delivery
Kyle, SD

Dear Mr. Langley:

The U.S. Office of Education has awarded the contract for "A Monograph for Bilingual Vocational Instructor Competencies" to the Washington, D.C., office of Kirschner Associates, Inc. An abstract of the project is included.

We are currently assembling a panel of practitioners and experts who are directly involved in the provision of bilingual vocational training, bilingual vocational instructor training, bilingual education, and teacher education to assist us in certain aspects of the project.

Your name has been suggested to us by Dr. Doris Gunderson, program director for Bilingual Vocational Training Projects, U.S. Office of Education, as a person who could contribute to our effort.

The major focus of your involvement would be in two tasks: (1) reviewing the instructor competencies identified by the KAI staff and Advisory Panel, and (2) development and review of test items to measure the competencies. We estimate that approximately eight days of your time will be required over the next five months, with most of the work occurring during the first three months of 1979. You will not be required to attend any meetings in Washington because materials for the tasks will be sent to you. We will also let you know in advance when work will be required so that you can fit the workload into your schedule. You will, of course, receive a consultant fee for your involvement.

I hope that you will be able to work with us. Please let me know as soon as possible if you can work with us. If there are any questions, please call me or Dr. Morris Peterson, assistant project director.

Sincerely,

Mary Ella Brady

Mary Ella Brady, Ph.D.
Project Director

Albuquerque, New Mexico 87106 / 2425 Alamo Avenue, S.E. / (505) 243-1763 Washington, D.C. 20005 / 733 15th Street, N.W. / (202) 638-3423
Chicago, Illinois 60606 / 2 North Riverside Plaza / (312) 454-1364

KIRSCHNER ASSOCIATES, INC.

Washington, D.C.
May 26, 1978

Steve Langley,
Project Director
Pine Ridge Reservation
Little Wound School Board
Kyle, South Dakota 57752

Re: Study of the Status and Impact of
Bilingual Vocational Training
Contract No. 300-77-0240
U.S. Office of Education

Dear Mr. Langley:

As you recall, we have been in touch with you about the vocational ' education classes that you are offering for limited English-speaking adults. The U.S. Office of Education has also been in contact with the Chief State School Officer and the State Vocational Education Director of your State about the Congressionally-mandated study of these programs. The most recent communication to the State was a letter to your State Director of Vocational Education from Dr. Howard Hjelm, Director of Research and Demonstration for the Bureau of Adult, Vocational and Technical Education, informing the director that your program has been selected to participate in the national study of The Status and Impact of Bilingual Vocational Training. An abstract is enclosed which describes the study in more detail.

We contacted you last fall during the first phase of the study when we were identifying vocational programs for limited English-speaking adults who are no longer in secondary schools. We appreciate the assistance you and your staff provided in identifying these programs and ask you to help us again so that the report to Congress concerning these programs will be accurate and timely.

The sample class(es) selected from your program for study include: Building Trades Foreman.

Albuquerque, New Mexico 87106 / 2425 Alamo Avenue, S.E. / (505) 243-1763 Washington, D.C. 20005 / 733 15th Street, N.W. / (202) 638-3423
Chicago, Illinois 60606 / 2 North Riverside Plaza / (312) 454-1364

Interviews will be scheduled at your convenience, but we would like to begin as soon after June 1st as practical. The site visits will involve an interview with you or a designated representative who can answer questions from a project director's point of view. We would also like to interview the vocational instructor(s) for the sample class(es).

A sample of trainees in the class(es) will be interviewed (in their own language when desirable). In some cases, we will be interviewing an English-as-a-Second Language instructor.

In the spring of 1979, trainees will be reinterviewed about their work experience.

The interviewer assigned to your location is Mr. Gene Ortega, who will be contacting you to make an appointment with you. All of our interviewers will be representatives of either Kirschner Associates, Inc., or Management Consultants Unlimited, Inc., our subcontractor. The field staff has been trained and instructed to conduct the field work as expeditiously and as unobtrusively as possible.

This study is the first systematic effort to analyze vocational training programs for limited English-speaking adults. We are looking forward to your cooperation.

If you have any questions regarding the study, please feel free to call me or Dr. Morris Peterson collect, at 202-862-9400. Our USOE Project Officer for the contract is Ms. Dorothy Shuler, whose telephone number is 202-245-8877.

Sincerely,

Dale W. Berry

Dale W. Berry
Vice President

Enclosure

KIRSCHNER ASSOCIATES, INC.

Washington, D.C.
March 9, 1979

Mr. Steve Langley, Director
Bilingual Secretarial and Building
Trade Training Project
Little Wound School Board
Pine Ridge Reservation
Kyle, SD 57752

RE: A Monograph for Bilingual Vocational Instructor Competencies

Dear Steve:

Thank you so much for your assistance so far on the project and for your prompt reply to the first and second review of the competencies. My records show that I have not yet received a signed Honorarium form from you and that the only Time Report received to date was for the' second review of the competencies. I apologize if this is an error on my part.

I have enclosed an Honorarium form for you to complete and return to me. (I'll send you a copy once it has been approved by the Project Administrator.) In addition, I have enclosed a Time Report for the first review of the competencies for you to complete and sign. (If you have spent any time on other previous tasks, simply add the hours to the Time Report and indicate the task.) I will process the materials as soon as I receive them in order that you can receive your check for the work that you have done.

Thanks again for your assistance.

Sincerely,

Mary Ella

Mary Ella Brady, Ph.D.
Project Director

MEB:gph

Enclosure

Sent 3/9

Albuquerque, New Mexico 87106 / 2425 Alamo Avenue, S. E. / (505) 243-1763 Washington, D.C. 20036 / 1100 17th Street, N.W. / (202) 862-9400
Chicago, Illinois 60606 / 2 North Riverside Plaza / (312) 454-1364

KIRSCHNER ASSOCIATES, INC.

Washington, D.C.
May 4, 1979

Mailed -5/17

Mr. Steve Langley, Director
Bilingual Secretarial and Building Trade
Training Project
Little Wound School Board
Pine Ridge Reservation
Kyle, SD 57752

Re: A Monograph for Bilingual Vocational Instructor Competencies

Dear Mr. Langley:

We have appreciated very much your assistance to us in reviewing the competencies. During the month of May, we will be revising the list of competencies and preparing a draft list of competencies that we will submit to OE on May 30, 1979. We feel that the list of competencies has improved dramatically as the feedback from you and other experts/practitioners has been incorporated into the competency statements.

In order to avoid delays in our schedule, we have gone ahead and written draft test items for the vocational instructor competencies as they were listed on the third review materials. Although these are in a rough draft form, we are sending them to you now for review and feedback on the general item development procedures being used. The instructions for reviewing the items are included.

We would like to have your feedback by May 18th. I know that this is a short period of time, but we estimate that you will need to spend no more than 4 hours reviewing the items, as we are sending you the items for only 5 of the competencies. Please sign the enclosed Time Report and return it with your materials. A self-addressed, stamped envelope has also been included for your convenience.

We are estimating now that the second review of the items will be sent out around June 1. You should receive the materials shortly after that.

If you have any questions, please do not hesitate to call me or the Assistant Project Director, Dr. Morris Peterson, collect at (202) 862-9400.

Sincerely,

Mary Ella Brady

Mary Ella Brady, Ph.D.
Project Director

MEB:gph

Albuquerque, New Mexico 87106 / 2425 Alamo Avenue, S. E. / (505) 243-1763 Washington, D.C. 20036 / 1100 17th Street, N.W. / (202) 862-9400
Chicago, Illinois 60606 / 2 North Riverside Plaza / (312) 454-1364

KIRSCHNER ASSOCIATES, INC.

Washington, D.C.
February 16, 1979

Completed
2/23
6 hrs

Mr. Steve Langley, Director
Bilingual Secretarial and Building Trade
Training Project
Little Wound School Board
Pine Ridge Reservation
Kyle, SD 57752

Re: A Monograph for Bilingual Vocational Instructor Competencies

Dear Steve:

We are most appreciative of your assistance during the first review of competencies. In addition to the rating of the competencies, we received many pertinent suggestions for revising the wording of the competencies, regrouping competencies, and adding competencies. Many of these suggestions have been incorporated into the revised list of competencies.

Please find enclosed the instructions for the second review of the competencies and the lists of competencies. If a third review is necessary, you will receive the materials towards the end of March.

As our previous letter explained, it is necessary for you to complete a Time Report and submit it with your materials. You should plan to spend a maximum of one day in completing this second review. A partially completed Time Report is enclosed. Simply record on it the hours you spent and sign it in the left hand corner.

A self-addressed stamped envelope has been enclosed for your convenience in order to return the materials and the Time Report. Please plan to have all materials back to me by March 7th.

If you have any questions, please do not hesitate to call me or Morris Peterson at (202) 862-9400. Thank you for your assistance in this very important task.

Sincerely,

Mary Ella Brady, Ph.D.
Project Director

Enclosures

Albuquerque, New Mexico 87106 / 2425 Alamo Avenue, S.E. / (505) 243-1763 Washington, D.C. 20036 / 1100 17th Street, N.W. / (202) 862-9400
Chicago, Illinois 60606 / 2 North Riverside Plaza / (312) 454-1364

January 22, 1979

Mr. Steve Langley, Director
Bilingual Vocational Education
Little Wound School
Kyle, South Dakota
57752

Dear Steve:

Here is the address you need in order to be able to order the typewriter element. I have included here a letter with the address and the instructions we sent to the company when we first ordered our ball. I thought it might be useful to you in writing to them yourselves.

You will have to decide, of course, which symbols you will give up in order to get the space you need for your own symbols. I would suggest that the two "little finger" keys of the right hand would be a good place to put your symbols, since these keys are already used for symbols on the library ball, and they are convenient keys for use. The existing symbols there are (first upper row) ¨ ˜ and (second upper row) : ˆ .

The eta symbol (marking nasalization) will not be a problem, you will simply tell them to put on an eta from either a Greek font or from the IBM Symbol ball. Besides the eta you will need a symbol for aspiration and a raised dot.

The raised dot should be so placed that it strikes in the center above the letter h: ḣ.

The symbol for aspiration could very well be the upper left portion of the number nine. That gives you a small semicircle open in the right direction, and at just the right height. They could mold in an entire 9, then file away the unneeded portion.

I have typed a sample of Lakḣota at the end which contains the symbols you need.

Let me say again how much I enjoyed my second visit to Little Wound. I could become very interested in that project, and I hope that they will find other things for me to do. Thanks again to you for suggesting me, and for putting me up so comfortably while I was there.

Good luck on your film festival.

Sincerely yours,

Allan

Winyaη kiη cᶜiηca wakᶜaηyeja kiη wicᶜakipaηpi na nakuη wakᶜaηyeja iḣat'api cᶜa naḣ'oη.

BILINGUAL VOCATIONAL EDUCATION PROJECT
Little Wound School
Pine Ridge Reservation
Kyle, South Dakota 57752

Stephen D. Langley, Director
Phone 605-455-2461

January 29, 1979

Resource Development Institute, Inc.
314 Highland Mall Blvd.
Suite 450
Austin, TX 78752

Copy

Mary:

Enclosed is the tape of instruction in English of common clerk/typist and carpentry talk.

After listening to it again, I'm not sure if it will help you or not. The people recorded on the tapes were being very cautious in order to sound "good." Both of the people talking are much more comfortable when speaking Lakota – but they value the ability to speak English – thus they were so careful and cautious (they may have even rehearsed) that the English sounds atypical.

Hope it helps. We are looking forward to your visit February 20.

Sincerely,

Stephen D. Langley
Project Director

Encl: tape of instruction of common clerk/typist & carpentry talk.

SL/swt

BILINGUAL BUILDING TRADES TRAINING PROJECT
LITTLE WOUND SCHOOL
KYLE, SOUTH DAKOTA 57752

PHONE
605 455-2461 EXT. 15

August 21, 1978

To: Phil Roos
From: Marilyn Zephier
Subject: Vocational Education Programs

Phil:

Here is the information you wanted from the different Vocational Training Programs on the reservation.

Ron Zephier - DIRECTOR INDIAN ACTION
(Completion Course) they don't really have a set-up course that they complete. Their program is a non-applible program.

(How many trainees) there's 44 people in the program their not actually going to school and training, it's on the job training.

(Set-up of program) They screen the applications that are recieved and if they any kind of training in any of the positions they apply for then they have first preference.

They do follow-ups on the people since it is not a non-applible program. He said alot of people don't usually get jobs that they are trained in after they quit from Indian Acton.

Lloyd Eagle Bull - Employment Assistant - Vocational Adult Training
Approximately 65% worked in the field they are trained in. Actually alot of people that go on Vocational Training came back to the reservation after they complete their training and they can't get jobs because of the lack of employment on the reservation.

Lloyd said they only contact them once after they complete their training to see if they are working in the field they are trained in.

He said they get at least 180 applicants plus their families that actually go to training - he said the most popular place alot of people go to is California. They also send them to other places like Texas, Denver, Montana, North Dakota, Nebraska and Rapid City, also in Watertown, S.D. The training uaually lasts anywhere from 6 months to 2 years.

He said they have interview type of applications, GATB Tests (General Appitude-Test Battery) and they also have to go get their physicals.

Mel Pairie - Job Service - Pine Ridge
Job Service have 2 training programs on the reservation - CETA and WIN these two programs are also nationwide. They are both on the job training also.

CETA Program is for families with low income, anywhere under $6,000.00 its basically for the head of household person.

BILINGUAL BUILDING TRADES TRAINING PROJECT
LITTLE WOUND SCHOOL
KYLE, SOUTH DAKOTA 57752

Under CETA Program is a 50/50 program. 50% of where they are training they pay and 50% Job Service pays them. After 13 weeks they are suppose to get full pay from the people they are training from.

WIN Program is almost the same as CETA except people under Welfare assistant have the opportunity to apply and nobody else does. This also is a 50/50 program until after 13 weeks of training.

They check-up on these trainees all the time because Job Service pays half of their salary the first 13 weeks. Job sites for these two programs are located right on the reservation such as:

Sioux Nation - Pine Ridge
Shangreaux's Market - Pine Ridge
O.S.T. Plastic Factory - Pine Ridge
different business places in Martin, S.D
Archery Factory - Wanblee

This is all the information I got from these three people that are charge of the Vocational Programs on the reservation. I hope you can understand my notes.

Sincerely,

Marilyn Zephier

Marilyn Zephier
Bilingual ESL Teacher

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I

May 28,-79

Hi there Colin

Just thought i'd drop you a few lines to let you know how things are going for me here in the big city, but first of all i'd to appologize to you and Steve for letting you down and not finishing my training. But i just had to get away from the reservation and try to see if i could make it on my own. I appreciate what you taught me while i was working with you, at least i learned enough to get a job here in Denver working for a construction company. We remodel old apartment buildings and make them into condominiums. I started out as a labor but now they put me up as a roofer, laying shingles and i do a little brick laying, and i like it very much. This is a year round job and i'm going to try and stick with it as long as i can.

Say Colins could you send my tools up here cause i really need them. You could use what money i have coming or my tool money to send them up here,

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Well to change the subject, how have you been doing, and how far are you on the small dome? Hope the boy's are doing okay. Tell them i said hi and tell Johnathan to quit goofing off and get on the ball.

Hobson, when are they going start working on the new school down there and any other buildings their going to build.

Well i don't know what else to write so i'd better close here for now.

P.S.

Maybe when you come to Denver again you can drop in for a visit. I live at 1341 Ogden, Apartment #206. Thats the La Hoya Apartments. I'll keep in touch.

Richard
(Two Crow) - trainee

BILINGUAL VOCATIONAL EDUCATION PROJECT
Little Wound School
Pine Ridge Reservation
Kyle, South Dakota 57752

Stephen D. Langley, Director
Phone 605-455-2461

February 23, 1979

Jeane L. Dille, Ed.D
Curriculum Specialist
New Mexico State University
San Juan Campus
4601 College Boulevard
Farmington, N.M. 87401

Dr. Dille;

As you may know, we have worked on a bilingual vocational training project with Lakota speaking Oglala Sioux adults for two years.

We have been quite successful in training adults, we have a high attendance rate, low drop-out rate and fairly high placement rate. I attribute most of the success of the project to our efforts to work with the students in their own language, as well as English.

I suspect that the Navajo language is more widely written and read than Lakota. We concentrate on improving English reading and writing skills to the level necessary for adequate performance on the job. We have also discovered that, for the most part, products of White technology are generally named in English anyhow (ie, hammer, saw, typewriter) therefore our ESL teacher uses Lakota only when discussing personal problems or everyday occurrences-Lakota things.

I am enclosing several reports and evaluations of our project that may be helpful. Also I am sending a copy of "A Theory of Sioux Post-Secondary Education" prepared by our project evaluator.

I am interested in your accomplishments and would appreciate hearing from you as your project developes.

Sincerely,

Steve Langley

Stephen Langley

SL/vf

Enclosures

BILINGUAL VOCATIONAL EDUCATION PROJECT
Little Wound School
Pine Ridge Reservation
Kyle, South Dakota 57752

Stephen D. Langley, Director
Phone 605-455-2461

Nancy E. Smith
Education Program Specialist
Demonstration Branch, Division of Research and Demonstration
Department of HEW
Office of Education
Washington, DC 20202

February 26, 1979

Ms. Smith

Thanks for your interesting comments on the mid-term report. It's refreshing to receive feedback from Washington from someone who has obviously read and thought about the material we send in.

I'm glad to report that the employment for last year's trainees has increased thanks to the end (I hope) of cold weather. As of today, 10 of the 13 graduates are working on the Reservation, and one more has joined the Army. Construction in this area has really been slowed due to the especially severe winter-all construction projects are eight to ten weeks behind schedule.

The completion of the small dome is also behind schedule. It's impossible to work with asphalt shingles when the temperature is below 30 degrees. We are now scheduling completion for around the end of April. At that time the six secretarial trainees will be able to move in.

I am preparing a copy of materials we have developed to send to the National Clearinghouse as you suggested.

Again, thanks for your interest and comments.

Sincerely

Stephen Langley

cc: P. Roos

LITTLE WOUND

BILINGUAL VOCATIONAL EDUCATION

A RESERVATION FIRST!

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by Geri Whiteface

You may have been wondering about all the noise coming from the school basement. Well it's the result of construction on a teacher center that's being built by 18 trainees under a Bilingual Vocational Education Program. 1.

All the trainees in the program are primarily Lakota speakers.

"Most of these guys after leaving school didn't have anything to do," said Colin Hobson, a master carpenter and the program's vocational instructor. "Some of the trainees had negative feelings about themselves, they didn't feel they could make it."

After four weeks in the program Hobson said he thinks the trainees' skills are "just amazing."

NOAH SPOTTED EAGLE--
BUILDING WALLS

TEACHERS' HIDEOUT

The teacher center which the trainees are building in the basement is to be "a quiet place where teachers can congregate away from students," said Steve Langley, the program's director. There will be a professional library at the center with books on education as well as Lakota studies. 2

"If a teacher wants to teach a class poetry he'll be able to go down to the center and look up techniques for teaching poetry," Langley said.

The center will be provided with soft furniture and carpeting. The offset press, ditto machine and school dark room will be there. Langley called the dark room "fantastic" and said, "We have probably the most sophisticated dark room equipment on the reservation."

Students may be able to take mini-courses in photography development next semester in the dark room, Langley said.

There will be conference tables in the center where teachers can plan new curriculum as well as a locked storage room with a bin for each teacher.

The center will also have a stereo system and plans call for a microwave oven and refrigerator.

The center is expected to be done by the end of the second week in October.

The trainees have also made a workshop in the basement, remodeling two condemned classrooms and making them into one large room.

Trainees work from 9 to 4 every weekday and have school holidays off. (3) "About three-fourths of their time is spent learning carpentry skills and about a fourth of the time they train in 'coping skills,'" Langley said. "They're taught how to start or hold a budget and how to react in a job interview so that they'll be hired and about being on time for work and showing up everyday so they stay on the job."

TRAINEES PUNCH OUT

Each trainee punches a time clock and if he or she is 15 minutes late it's deducted from the paycheck. Trainees who receive some other form of assistance, get $30 a week from the program plus $5 for each dependent. Those who have no other income get $2.30 an hour for a total of $80.50 a week.

Since the beginning of the program 39 per c
of the trainees have not missed one second
work. Langley

Money for salaries comes out of the $109,00
that the program received August 1. The program runs until July 31 at which time it could be refunded by the federal government for another year. Hobson said he hopes the program runs three years and that the trainees remainin it for the fulltime. "It's impossible to learn everything you need in one year," he said. Hobson himself went through a 7 year apprenticeship to become a master carpenter.

THE GOAL-A JOB

In addition to carpentry the trainees are also learning some bricklaying, electrical work and masonry. "We want to give them a fighting chance to be employed," Langley said.

Langley is working to set up a board of directors for the program made up of peopl
who do the hiring for the major constructi
firms like R and S Construction of Rapid City which does most of the building on the reservation.

"There is a lot of construction that will be happening on the reservation in the next few years. It has started already with the new correctional facility her in Kyle and the two story office building that is going up down by the Pow-Wow grounds. One proble
in the past that had to do with new construction is that they have had to hire an awful lot of outside labor, people outside the reservation," Langley said.

Indians got only the unskilled jobs, like digging ditches, he said. "It's not fair because people around here need jobs."

Hobson said that with carpentry skills a person should have no trouble getting work on the reservation. "I've been here six years and there hasn't been a day I couldn't have worked if I wanted to."

After they finish the teacher center the trainees are going to work on remodeling some of the classrooms at the school. Suspended ceilings are going to be put on the two English classrooms as well as the classrooms which have been built on the stage.

The trainees are also going to build second geodesic dome for Kyle that wi be used for classrooms or as a center learning disabilities. "We've alread got the wood for the dome," Hobson sa

Among the equipment purchased for the program are a radial arm saw, drill p table saw, band saw, grinders, sharp jig saw and $2,000 worth of hand tool

Faye Zephier is the English second l teacher and Susie White Thunder is t secretary for the program.

FUTURE CARPENTERS: CHARLOTTE KILLS STRAIGHT AND DARLENE BLACK BEAR

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